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ABSTRACT

The objective of this survey study was to find some tentative answers to the question of how well educational programs are meeting the needs of students. The study design included several unique features intended to increase both the validity and the practical applicability of the results. The first feature was to establish an empirical framework for evaluation of the effectiveness of an individual's educational experience. The framework included the formulation of a set of categories that include all aspects of activities and experiences that define the quality of life in America. The second was to utilize the participants in the Project TALENT national survey to provide a longitudinal perspective on the individuals studied. The third was to select a nationally representative sample of persons who were 15 years old in 1960. The fourth was the adoption of these 30-year-olds' quality of life and their performance in present roles as the criteria against which to evaluate the effectiveness of their educational experiences. The last was using the individual as the unit of analysis. The five defined problem areas were vocational guidance, quality of teaching, individualization of instruction, the curriculum, and personal support and counseling. Extensive appendixes are included. (Author/IRT)

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An Empirical Study to Aid in Formulating Educational Goals

John C. Flanagan

Darlene Russ-Eft

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FOREWORD AND ACKNOWLEDGEMENTS

This study was supported as a part of the Field Initiated Studies Program of the National Institute of Education. It was initiated 1 July 1973 and completed 30 June 1975. During this period many persons collaborated in the conduct of various parts of the study. Professional guidance was received from advisory panels early in the planning phases. These panelists are acknowledged in Appendix G.

Substantial contributions were made in planning the interview procedures and forms by Dr. Sandra Reitz Wilson, Dr. Darlene Russ-Eft, Dr. Jacqueline Raveman, and Ms. Paulinda Lynk. The actual interviewing was done by 288 interviewers working under the direct supervision of 335 coordinators. A few of the coordinators conducted their own interviews. These interviewers and coordinators are listed in Appendix F.

The early phases of the search for the participants and the arrangements for the interviews were carried out under the immediate supervision of Dr. Wilson. The main portion of this work was continued under the immediate supervision of Dr. Darlene Russ-Eft. Dr. Russ-Eft supervised the data analysis and wrote the original drafts of the sections on methodology and data analysis for this report.

The study was planned by Dr. John C. Flanagan and carried out under his overall supervision. He wrote the first, fourth, and fifth sections of this report and participated in all substantive decisions regarding the study.

John C. Flanagan

Darlene Russ-Eft

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INTRODUCTION

The work reported here is an empirical study of the educational experiences and requirements of individuals as a partial basis for formulating educational priorities and goals and developing appropriate curricula. From many points of view the most valid approach to evaluating the adequate and appropriateness of present educational goals and programs is in terms of the performance of the school's graduates. Much anecdotal evidence is available on graduates of various schools, but there are few comprehensive studies systematically relating educational experiences with subsequent performance in important life roles. Although it is clear that the educational programs of the schools of the nation are showing gradual improvement, they are still falling very short in terms of their potential for meeting the needs of all individuals.

Educational goals may be considered from the perspective or needs of society in general, of the federal government, of local school agencies, or of individuals. Although the information being presented here can be used for the purposes of any of these groups, the principal focus of the discussion will be on how education can be improved to assist each individual to both formulate his own goals, and to achieve them. Of course, the formulation of ultimate educational goals is not an appropriate task for a six-year-old. Thus the individual's educational goals are expected to evolve with his increasing knowledge of both the world and the unique nature of his or her own characteristics, including values, interests, and abilities.

The point of view of this report is that the function of educational institutions in our society is to assist each individual to discover and develop his own unique potentials to achieve as high a quality of life as possible based on his evolving values in relation to the needs of society. It is believed that one basic change needed in education is to maintain the eagerness to learn and develop, characteristic of very young children, as these children progress through all phases of their educational development. Many studies have shown that the present school programs gradually

replace this enthusiasm to learn, with a bored compliance with externally conceived mandates to carry out meaningless tasks, for a large portion of our students.

The purpose of the present study is to provide the first step in a program to define the educational goals that are important for all students to achieve and also to identify those goals that are important to only certain students. The systematic study of the adequacy and appropriateness of education for a national sample of young people provides useful data for formulating educational goals and objectives and establishing priorities in an effort to improve educational programs.

The hope is that the educational program can be changed to give the students the major responsiblity for achieving their own educational goals. This will require that they get both the necessary knowledge and skills to plan and carry out their own educational development.

Some Thoughts on Educational Goals

The formulation and definition of the functions, priorities, and goals of education are dependent on philosophy and values, social or national needs, and the specific requirements of individuals. Many efforts have been made in the past hundred years to develop guiding principles for formulating educational goals. Reviews of such efforts are presented in the two articles in the section "Goals of Education" (McMurrin, 1971, Downey, 1971) in the Encyclopedia of Education and in "Objectives and Outcomes" (Ammons, 1969) in the Encyclopedia of Educational Research. These articles indicate that in spite of philosophical, political, cultural, and social differences in points of view and emphasis, many recent efforts are in agreement with the broad views expressed by Herbert Spencer in Education: Intellectual, Moral, and Physical in 1880. The Committee of Ten, the Committee of Fifteen, and the Commission on the Reorganization of Secondary Education with their "seven cardinal principles of education" all stressed the complete life and its various activities as the main basis for educational activities as proposed by Spencer. Most such state-

ments were prepared by committees with only very incidental references to empirical data. Exceptions to this general practice were Charters (1923) and Bobbitt (1918) who 50 years ago developed procedures for analyzing activities and behaviors in an effort to add a scientific dimension to establishing educational goals and objectives.

Somewhat more recently Tyler (1951) has urged that teachers and committees faced with the problem of formulating educational objectives study learners, the demands of life outside the school, the views of subject specialists and philosophers, and the psychology of learning as the sources of the required information.

In his Overview on "Goals of Education" McMurrin (1971) observes,

> "What has been, for the most part, a casual and neglected issue deserves the full force of rational analysis supported by reliable knowledge of human behavior. The end values to be sought through education must be identified, elaborated, and given operational meaning by reference to social conditions and personal experience, to the efforts and designs of society, and to the aims, needs, and aspirations of those who are to be educated."

A Few Related Studies

One major ongoing effort to evaulate the success and progress of our educational system is the National Assessment of Educational Progress (Tyler, 1966). This National Assessment is presently being conducted by the Educational Commission of the States and being copied on a statewide basis by a number of state groups. The performance of samples of Americans at ages 9, 13, 17, and in adulthood is measured by sets of exercises specifically developed to sample cognitive and non-cognitive educational objectives deemed to be important educational goals by scholars, teachers, subject matter specialists, and laymen. Its purpose is "to assess the educational progress of larger populations in order to provide the public with dependable information to help in the understanding of educational problems and needs and to guide in efforts to develop sound public policy regarding education" (Tyler, 1966). Results are reported in terms of behavior that 90%, 50%, and 10% of an age group can exhibit.

This sort of evaluation is somewhat akin to the keeping of family income or public health statistics and represents a valuable addition to our knowledge of educational results. Translation of the resulting information on what Americans of various ages can and cannot do into prescriptions for educational change is, of course, dependent upon agreement concerning the importance of the behaviors measured and agreement as to what proportion of the population at each age should be able to perform each behavior.

The Coleman report on Equality of Educational Opportunity (Coleman, 1966) was the result of another major attempt to evaluate educational quality, particularly the "lack of availability of equal educational opportunities" for individuals of various racial or ethnic backgrounds. It utilized a survey of such characteristics of schools as their facilities, curriculum offerings, teacher characteristics; such student body characteristics as student socio-economic background, parents' education, pupils' attitudes toward themselves, their academic aspirations, and their performance on standardized academic achievement tests; and of such other factors as non-enrollment, school integration, and the like. Multiple "input" factors (e.g. teacher education, existence of a science laboratory, socio-economic background, etc.) were considered primarily in terms of their contribution to "output"--academic achievement and motivation--of students in grades 1, 3, 6, 9, and 12.

Such a study is valuable for the comparisons it permits between the education offered to various groups in our society and the products of education. It allows for the identification of general factors which may lead to lower achievement. It was not intended to permit the identification of the degree to which students of all sorts lack opportunities for an education appropriate to their individual requirements, however.

The answers to many important questions relating to individual development and social planning require data from longitudinal studies of representative national samples. There have not been many longitudinal studies and many of those that have been completed have suffered from small sample size, lack of representativeness, or inadequate coverage of relevant variables.

The study being reported here was made possible by a longitudinal study known as Project TALENT. That study was initiated with the testing of 400,000 secondary school students fifteen years ago in March 1960.

The initial data collection involved the administration of tests and questionnaires over a two-day period. The students represented a stratified random sample of all students in grades 9, 10, 11, and 12 in the United States. They have been followed up 1, 5, and 11 years after completing high school. An additional follow-up was included in the original design to begin 20 years after the graduation of the first class in 1980.

This study documented many of the areas of success and failure of the nation's schools in 1960. The results have been made available in a series of reports, and will only be illustrated here. A relatively precise indication of the failure of the schools in the fundamental area of reading comprehension is supplied by Project TALENT. In 1960 it was found that 65% of the eleventh grade students achieved a level of comprehension equivalent to that required to understand half of the points included in typical paragraphs from Robert Louis Stevenson's writings. Only 8% of the eleventh grade students were able to understand typical paragraphs from the writings of Jane Austen this well. The corresponding figures for eleventh grade students in a 1970 survey of a sample of the same schools were 66% and 10%.

Another finding demonstrated the inadequacy of the curriculum in meeting students' individual needs as shown by the fact that in 1960 44% reported that about half the time or more often "I feel that I am taking courses that will not help me much in an occupation after I leave school." The comparable figure for 1970 was 45%. To supplement this information on the adequacy of the present curriculum, two additional questions were asked of the 1970 national sample. In replying the question, "Are you satisfied with the progress you are making to develop your abilities in reading, thinking, and writing?" only 46% of the eleventh grade students reported they were satisfied or very satisfied. Similarly, to the question, "How well do your school courses meet your needs?" 56% of the eleventh grade students reported "well" or "very well." This included 61% of the girls, but only 51% of the boys.

Although these studies have been of great value, they indicate only what students have learned and not how useful such learnings have been in achieving their objectives or in finding satisfaction in their life activities.

The present study was undertaken to provide reliable knowledge of the experiences of young people following their school years and the social conditions under which these young people develop. This information should shed valuable light on the adequacy of the educational programs in which these young people participated.

The General Approach of This Study

Before describing the specific objectives and procedures proposed for this program it seems appropriate to state explicitly the bases for the decisions and plans which follow. The fundamental consideration underlying the approach used in this study is that the individual should be both the focus and the statistical unit in the basic analyses and interpretation. In stating objectives and evaluating outcomes it has become fashionable to use indices that are aggregates, such as the Gross National Product (GNP), that show changes in an average value for a large population. This is also the approach most frequently proposed for the development of indicators of personal and social progress. One of the limitations of such indicators is that they neglect the individual's unique needs since their reports relate to the typical performance of large groups. Information on how well the specific needs of each individual have been met in the course of his or her development is a crucial and seriously neglected part of the evaluation of social progress. Thus, the concept of social indicators should concentrate not on averages for specific aspects of well-being but on the overall well-being in terms of his own needs of each individual. The need is not for knowledge of the average status of the total group, but for the individual's progress in relation to his own values. In order to make such an assessment it is necessary to know what priorities the individual assigns to various aspects.

If the overall well-being or quality of life of each individual is to be the criterion measure, it is essential to have a sound definition and description of the components that contribute to an individual's quality of life. Many lists have been prepared by theoreticians and committees of the components that in their opinion are the principal determiners of quality of life. For this study it was proposed that an empirical set of components be used that included all of those factors that Americans of all ages and backgrounds report have

contributed either positively or negatively to their quality of life. A study completed just prior to this project made use of the critical incident technique to define just such a set of components on an empirical basis (Flanagan and Russ-Eft). More than 6,000 critical incidents were collected from about 1,800 people. These people included representatives from rural Mississippi, Black Harlem, Spanish Harlem, Miami Beach, Orange County California, Berkeley, and San Francisco's Chinatown. The sample also contained incidents from such diverse groups as Iowa farmers, rural Pennsylvanians, Salt Lake City residents, and many other distinctive types from various parts of the country. The complete list is shown in Table 1. The aim was to obtain specific activities and events contributing to quality of life from a wide range of backgrounds and cultures. The effort was to see that no points of view were unrepresented.

With each of these groups several questions were used to collect critical incidents. Typical questions were "Think of the last time you did something that was very important to you or had an experience that was especially satisfying to you." After giving a specific incident the people were asked what exactly happened or what did you do and why was this important to you. Another question was, "Think of a time you saw something happen to another person that was harmful or made their life worse in some way."

The 15 components developed from the critical incidents are grouped under five main headings: Physical and Material Well-Being; Relations with Other People; Social, Community, and Civic Activities; Personal Development and Fulfillment; and Recreation. The list of categories is shown in Table 2.

Since it is proposed to evaluate the effectiveness of these students' educational experiences in terms of the extent to which it has helped them achieve a high quality of life, it seems relevant to relate the 15 dimensions of quality of life to the stated educational goals of those responsible for the schools' educational programs.

Table 1.

Sources of National Sample of Critical Incidents

GROUPS USED IN THE SAMPLES	NUMBER OF PARTICIPANTS	
Project TALENT Subtotal	2,000	(2,000 incidents)
Groups in Bay Area Sample		
High school students	47	42 White, 4 Black, 1 Oriental
High school teachers and aides	16	8 White, 5 Black, 2 Chicano, 1 Oriental
Elementary school PTA	7	White
College graduates	2	White
Church group	12	White
Fire station	5	White
Laundromat	6	5 White, 1 Oriental
Adult sewing class	5	4 Black, 1 Chicano
Medical center	29	16 White, 2 Black, 11 Chicano
Mental Health Day Treatment center	15	14 White, 1 Chicano
Senior Citizens Center	34	31 White, 2 Black, 1 Chicano
Subtotal	178	(635 Incidents)
Groups in U.S. Sample		
New York - Black Harlem	38	Black
Rural Mississippi	80	41 White, 37 Black, 2 no response
Miami	47	46 Cuban, 1 Puerto Rican
Rural Ohio	34	33 White, 1 American Indian
West Virginia	38	White
Philadelphia - Italian Community	27	White
New York - Spanish Harlem	41	Puerto Rican
San Francisco - Chinese Community	35	34 Oriental, 1 no response
Ann Arbor, Michigan	5	White
New York - Art School	11	9 White, 1 Oriental, 1 no response
Salt Lake City, Utah	36	White (Mormon)
Berkeley - Lutheran Church	17	14 White, 2 Black, 1 no response
Berkeley - Street People	11	7 White, 2 Black, 1 American Indian, 1 Other
Berkeley - Vendors	5	White
Berkeley - "One World Family"	16	13 White, 3 Other
Lubbock, Texas - Rural Community	37	32 White, 4 Chicano, 1 no response
Phoenix, Arizona - Senior Citizens	17	White
Lubbock, Texas - Catholic Church	11	Chicano
Lubbock, Texas - Catholic Church	12	7 Mexican, 2 Mexican-American, 1 White, 2 no response
Orange County - Conservatives	34	29 White, 1 Black, 2 Oriental
Iowa - Farm Community Womens Club	12	White (Female)
Iowa - Junior Jets & 4-H	31	White
Tucson, Arizona - rural	22	10 White, 2 Black, 5 Yaqui Indian, 5 Chicano
Tucson, Arizona - Chicano	20	Chicano - Mexican-American
Subtotal	656	(3936 incidents)
Grand Total	2834	(6571 incidents)

Table 2.

Components Comprising Quality of Life

PHYSICAL AND MATERIAL WELL-BEING

A. Material well-being and financial security

Having good food, home, posessions, comforts, and expectations of these for the future. Money and financial security are typically important factors. For most people filling these needs is primarily related to their efforts or those of their spouse.

B. Health and personal safety

Enjoying freedom from sickness, posessing physical and mental fitness, avoiding accidents and other health hazards. Problems related to alcohol, drugs, death, and aging are also included. Effective treatment of health problems is a large component.

RELATIONS WITH OTHER PEOPLE

C. Relations with spouse (girlfriend or boyfriend)

Being married or having a girlfriend or boyfriend. The relationship involves love, companionship, sexual satisfaction, understanding, communication, appreciation, devotion, and contentment.

D. Having and raising children

Having children and becoming a parent. This relationship involves watching their development, spending time with them and enjoying them. Also included are things like molding, guiding, helping, appreciating, and learning from them and with them.

E. Relations with parents, siblings, or other relatives

Having parents, siblings, or other relatives. In these relationships one experiences communicating with or doing things with them, visiting, enjoying, sharing, understanding, being helped by and helping them. The feeling of belonging and having someone to discuss things with is a large component.

F. Relations with friends

Having close friends. In these relationships one shares activities, interests and views. Important aspects of these relationships involve being accepted, visiting, giving and receiving help, love, trust, support, and guidance.

SOCIAL, COMMUNITY, AND CIVIC ACTIVITIES

G. Activities related to helping or encouraging other people

Helping or encouraging adults or children (other than relatives or close friends). This can be done through one's efforts as an individual or as a member of some organization, such as a church, club, or volunteer group, that works for the benefit of other people.

H. Activities relating to local and national governments

Keeping informed through the media; participating by voting and other communications; having and appreciating one's political, social, and religious freedom. One component of this includes having living conditions affected by regulation, laws, procedures, and policies of governing agencies and the individuals and groups that influence and operate them.

PERSONAL DEVELOPMENT AND FULFILLMENT

I. Intellectual development

Learning, attending school, acquiring desired knowledge and mental abilities, graduating, and problem solving. Other aspects involve improving understanding, comprehension or appreciation in an intellectual area through activities in or out of school.

J. Personal understanding and planning

Developing and gaining orientation, purpose, and guiding principles for one's life. This may involve becoming more mature, gaining insight into and acceptance of one's assets and limitations, experiencing and awareness of personal growth and development, and realizing the ability to influence the course of one's life significantly. It also includes making decisions and planning life activities and roles. For some people, a major component arises from religious or spiritual experiences or activities.

K. Occupational role (job)

Having interesting, challenging, rewarding, worthwhile work in a job or home. This includes doing well, using one's abilities, learning and producing, obtaining recognition, and accomplishing on the job.

L. Creativity and personal expression

Showing ingenuity, originality, imagination in music, art, writing, handicrafts, drama, photography, practical or scientific matters or everyday activities. This also includes expressing oneself through a collection, a personal project, or an accomplishment or achievement.

RECREATION

M. Socializing

Entertaining at home or elsewhere, attending parties or other social gatherings, meeting new people, interacting with others. It may include participation in socializing organizations and clubs.

N. Passive and observational recreational activities

Participating in various kinds of passive recreation, such as watching television, listening to music, reading, going to the movies, and going to entertainment or sports events. It also involves appreciating the art and beauty in many aspects of life.

O. Active and participatory recreational activities

Participating in various kinds of active recreation, such as sports, hunting, fishing, boating, camping, vacation travel, and sightseeing, etc. This may also involve playing sedentary or active games, singing, playing an instrument, dancing, acting, etc.

Many states have broad statements of the goals of public education in their initial charter. These have been modified and elaborated over the years by legislative groups and commissions. Title III of the Elementary and Secondary Education Act of 1976 requires that in connection with the development of innovative and model programs, a needs assessment identifying educational goals and their attainment be conducted. As a part of this program, many state departments of education have defined and reaffirmed their goals in elementary and secondary education. These statements of goals are intended to be an understanding between professional educators and concerned citizens regarding the mission of public education. Usually a task force of teachers, administrators, educational experts, the state school superintendent, lay citizens, and often students was established. This group would prepare a draft of goals later reviewed and revised by the state board of education, educators, and interested citizens. The final step was the adoption, as state board policy, of these sets of ideals against which educational attainments can be measured and evaluated.

In 1968 a survey was conducted by the State Educational Accountability Repository (SEAR), a program of the Cooperative Accountability Project, administered by the State of Colorado. The program published a document compiling the educational goals as adopted formally or tentatively by the states. To supplement this document, State Goals for Elementary and Secondary Education, sets of state goals were requested from the states not included in SEAR's latest edition. As of June 1975, lists of educational goals had been obtained from forty-seven states. Most states had a pattern of grouping specific goals statements under topical headings. A review of the lists resulted in development of a list of sixteen categories of goal areas that seemed to contain the common elements in the various lists. The final set of categories and the number of those states included in this tabulation that had goals in each of these categories are shown in Table 3.

To facilitate comparison these educational goals have been grouped under the same five headings as the quality of life components. Although there is clearly nothing like a one-to-one match in these two lists, a large amount of overlapping is immediately obvious. Perhaps the largest discrepancy in the two lists is the inclusion of eight categories in the state educational goals

Table 3.

The Educational Goals for Elementary and Secondary Education
As Adopted by the Various State Governments*

(The figure at the left of each goal indicated the number of states that have adopted it as one of their educational goals.)

PHYSICAL AND MATERIAL WELL-BEING

22 A. Each individual must develop an understanding of the principles involved in the production of goods and services and of the skills relating to the management of personal resources.

41 B. Each individual must acquire good health and safety habits and an understanding of the conditions necessary for physical and mental well-being.

29 C. Each individual must develop the knowledge and respect necessary for the maintenance, appreciation, protection and improvement of the physical environment.

RELATIONS WITH OTHER PEOPLE

24 D. Each individual must learn the rights and responsibilities of family members and prepare for family life.

36 E. Each individual must learn to develop and maintain interpersonal relationships and have command of social skills.

SOCIAL, COMMUNITY AND CIVIC ACTIVITIES

39 F. Each individual must come to understand and appreciate different cultures, governments, races, generations and life styles.

43 G. Each individual must learn the rights and responsibilities of citizens of the community, state and nation.

PERSONAL DEVELOPMENT AND FULFILLMENT

47 H. Each individual must master the basic skills of reading, writing, speaking, listening, computation, and problem-solving.

38 I. Each individual must master the skills of constructive and critical thinking and decision-making so that he can deal effectively with problems in an open-minded and adaptable manner.

36 J. Each individual must gain knowledge of the human achievement and experience in the areas of natural sciences, social sciences, humanities, creative and fine arts.

41 K. Each individual must gain an eagerness for learning and self-development beyond the formal schooling process.

40 L. Each individual must develop a positive self-image and an understanding and appreciation of his unique capacities, interests and goals.

45 M. Each individual must select and prepare for a career of his choice consistent with his capabilities, aptitudes, desires, and the needs of society.

35 N. Each individual must develop a personal philosophy and a basic set of values, morals, and ethics acceptable to society.

29 O. Each individual must acquire the desire and ability to express himself creatively and to appreciate creativity in others.

RECREATION

27 P. Each individual must have knowledge of and skills in recreation and leisure-time activities for non-vocational use of time.

*Includes all 50 state governments except Arkansas, Indiana, and Minnesota

under Personal Development and Fulfillment as compared with four components under the heading on the quality of life list. This is due primarily to including four aspects of intellectual development in the state goals rather than only one. The four are basic skills, critical thinking, knowledge of various fields, and an eagerness for learning. This type of specificity seems desirable for a statement of educational goals. The category on personal understanding and planning is represented in the state educational goals list by one on developing a positive self-image and an understanding and appreciation of his unique capacities, interests, and goals and another on developing a personal philosophy and a basic set of values. Although there are other differences they are also matters of emphasis rather than basic composition.

METHODOLOGY

Interview Materials

To the data previously gathered through Project TALENT, the current study was planned to add information on earlier school experiences, adolescent development and subsequent school, college and special training experiences. In addition, information was to be gathered that would cover all of the areas of life important to people.

To prepare such an interview schedule, it was necessary to obtain a comprehensive set of dimensions or categories that included all behaviors and experiences that have a significant effect on the quality of life of Americans. Various persons and committees confronted with this problem have prepared lists of things that seemed important to them. Of course, each list differed in some respect depending on the experiences and impressions of those compiling them. A more objective approach that follows directly from the definition of the problem is that we obtain the critical behaviors and experiences (See Flanagan, 1954) that various types of individuals observed to be direct contributors, either positively or negatively, to their own quality of life or to that of another person. Thus, the Flanagan and Russ-Eft Study (1975), previously described, was conducted, and the resulting fifteen dimensions of quality of life provided the basic structure for the interview.

To aid in data analysis, appropriate questions were worded to elicit a yes/no or a multiple choice response. Whenever necessary, open-ended questions were posed to elicit reports on specific behaviors and experiences rather than simply opinions or beliefs. An example of such a sequence is:

> How often in grades 1-6 were you unable to spend enough time on a topic in order for you to learn the material -- almost all the time, often, sometimes, rarely, or never?
>
> 1. Almost all the time
> 2. Often
> 3. Sometimes
> 4. Rarely
> 5. Never
>
> If answer is 1-3
>
> Can you describe a situation of this sort?

One form of the interview was used in the data collection. It roughly followed a chronological order through the individual's life. The sections of the interview will now be described in some detail.

I. Introductory Materials (Pages 1-7). (Background information on the previous education and occupations of the participant, the education and occupation of parents and of siblings, and the current marital status of the participant.)

II. Elementary and Junior High School (Questions 1-17).

III. High School (Questions 1-16).

IV. Adolescent Development (Questions 1-13). (Questions about friends, social activities and career plans during adolescence.)

V. Temporary or Permanent Withdrawal from High School (Questions 1-5).

VI. Non-College, Post-High School Education (Questions 1-5). (Questions on technical, industrial, trade, nursing, business, military, peace corps or job corps training.)

VII. Undergraduate College Education (Questions 1-13).

VIII. Graduate or Professional Education (Questions 1-3).

IX. Informal Learning (Out-of-school development)

X. Family Relations (Questions 1-10). (Relationships with parents, siblings, and other relatives.) Importance of and satisfaction with the quality of life dimension of relations with parents, siblings or other relatives was discussed using the following questions:

At this time in your life, how important to you are your relationships with your parents, brothers, sisters, and other relatives - things like communicating, visiting, understanding, doing things, and helping and being helped by them? Very important, important, moderately important, only slightly important, or not important at all?

1. Very important
2. Important
3. Moderately important
4. Only slightly important
5. Not important at all

Why do you rate it this way?

How satisfied are you in your present relationships, activities, and contact with your parents, brothers and sisters, and other relatives? Very satisfied, satisfied, moderately satisfied, only slightly satisfied, or not satisfied at all?

1. Very satisfied
2. Satisfied
3. Moderately satisfied
4. Only slightly satisfied
5. Not satisfied at all

Why do you feel this way?

XI. Personal Relations (Questions 1-65). (Marital history; importance and satisfaction of relations with spouse (or girlfriend/boyfriend) and having and raising children.)

XII. Occupation (Questions 1-12). (Preparation for and importance of and satisfaction with occupational role (job). See Appendix A for a description of the job satisfaction scale used in the interview.)

XIII. Economic Conditions (Questions 1-20). (Includes rating of importance and satisfaction of material well-being and security.)

XIV. Health - Self and Family (Questions 1-15). (Includes rating of importance and satisfaction of health and personal safety.

XV. Leisure Activities and Interests (Questions 1-30). (Includes rating of importance and satisfaction for the dimensions of activities related to helping or encouraging other people, activities relating to local and national government, intellectual development, personal understanding and planning, creativity and personal expression, passive and observational recreational activities, and active and participatory recreational activities.)

XVI. Friends (Questions 1-8). (Includes rating of importance and satisfaction of socializing and relations with friends.)

XVII. Summary (Questions 1-6). (Respondent's evaluation of life to date including positive and negative decisions made, situations with which the respondent felt ill-prepared to deal, turning points in life, and a comparison of the current goals with those held in high school and ways that education could contribute to the improvement of life for the next generation.)

XVIII. Interviewer Impressions (Questions 1-15). (Appearance of respondent and special circumstances.)

Selection of the Sample

The sample consisted of 500 men and 500 women who were selected to be representative of the entire population of 15-year-olds in the United States in 1960. The sample was chosen from among the Project TALENT participants. The Project TALENT group consists of a stratified random sample of approximately 4% of all students who were enrolled in grades 9-12 in 1960. In 10% of the schools, Project TALENT participants also include a special sample of all 15-year-olds who were enrolled in grades 1-8 in 1960 or who had already left school in those particular school districts.

1. Obtaining 15-year-olds from the TALENT files.

   Grades 9-12 cases. An existing 10% random sample of males and females in the TALENT files was used to obtain cases from grades 9-12. From this group all those persons were selected whose age and/or birthdate indicated that they were 15 at the TALENT testing. This resulted in a stratified random sample of approximately 0.4% of all 15-year-old high school students.

   Grades 1-8 and out of school cases. All 15-year-olds in the special TALENT sample for grades 1-8 were placed in the source population file, primarily students who were in grades 8 or 7, a smaller number who were in grades 1-6, students in "ungraded" classes, and a very small number of 15-year-olds who had already left school in 1960.

2. Obtaining the sample of 2,000.

   In order to eventually have the sample of 1,000 cases described above, it was necessary to plan for the replacement of any cases who could not be located or who refused to be interviewed. For this reason it was decided to begin with a basic sample of 1,000 cases, and a second sample of 1,000 that would be used for replacement.

   In addition, it was considered desirable that the cases be drawn in such a way that each case in the sample would represent the same number of cases in this age group in the U.S. population, making it unnecessary to weight the individual case data to arrive at statistics for the population. The sample of 2,000 cases would

thus be essentially equivalent to a random sample chosen from the total population at this age in 1960.

Another factor bearing upon the sample selection was the fact that there were in the U.S. population in 1960 a relatively small, but not insignificant percentage of students who left school before age 15 or who had entered college by that age. Since the pool of 15-year-old cases from the Project TALENT files does not contain a large enough proportion of such "early leavers", it was necessary to rely primarily upon 15-year-olds still in school to represent these individuals. To determine the appropriate numbers of cases to be drawn from grades 1-8, 9, 10, 11, and 12, it was decided to rely upon data from the 1960 Census. Despite some known problems with these figures, it was felt that they best represented the educational attainment distribution of 15-year-olds in the U.S. population.

In line with the above requirements, a sample of 2,000 15-year-olds was drawn as follows:

a. The number of cases drawn for each grade and sex was determined by the U.S. Census information.

b. The probability of including a case from any particular grade and sex was made directly proportional to the number of cases in the total population that that case represented in the Project TALENT sample due to differential sampling of secondary schools in the original 1960 sampling.

3. Division into two samples of 1,000 each.

The final step in obtaining the sample was to stratify the 1,000 male and 1,000 female cases on three variables and then to randomly assign cases to one of two groups in such a way as to maintain the distribution across strata.

The variables and numbers of categories used in stratification were:

a. Region of the country in which the student's high school was located - 10 regions.

b. Socio-economic status of student's family in 1960 - groups containing 20% each.

c. Reading comprehension score in 1960 - groups containing 20% each.

The categories used for each of the variables were defined so as to insure approximately equal numbers of cases in each category on a given variable.

Replacement of Cases

Great efforts were made to locate the 1,000 cases identified for the "original" sample and to encourage their participation in the study. Unfortunately, some members of the sample were unavailable or uncooperative. In such cases, a replacement having the same sex and grade was selected from the same cell. The choice of the replacement within a cell was determined by the rule that the sum obtained by adding the absolute difference between the two reading comprehension scores for the original and trial replacement cases to the absolute difference between the two SES scores for the original and replacement cases should be a minimum. Since the standard deviations of the two variables varied by only a few percentage points in their magnitude for these samples the effective weights of the variables were approximately equal.

If the replacement was not available within the same cell, alternative cells containing possible replacements were examined using the following order of priority: region of the country, SES, and reading comprehension (RC). If the selected replacement was unavailable or uncooperative, another replacement was selected using the procedures described above.

As shown in Table 4, approximately 30% of the original sample had to be replaced, because they could not be located, could not be contacted, were deceased, or declined to be interviewed.

A comparison between the original and the final samples on the stratification variables is shown in Table 5. The final sample agrees fairly well with the original sample on the selected variables. From the comparison it can be seen that certain characteristics are not as well represented as expected. There appears to be a slightly smaller number of cases with the following characteristics in 1960: males and females in grades 1-8, males and females in the Mid-Atlantic states and females in the Midwest states, males and females with a Socio-Economic Status (SES) score of 64-84, and males and females with a Reading Comprehension (RC) score of 0-12. Because of the general closeness of fit between the original sample and the final sample, it was decided not to weight responses by categories to correct to the original sample characteristics. The differences would be slight, in any case, since the lowest category in reading, one of the largest discrepancies, has only three percent less of the total cases than the original sample.

TABLE 4

Analysis of Participants and
Non-Participants from the "Original" Sample

	Male	Female	Total
Number of Participants	343	328	671
Number of cases with addresses but could not be contacted	21	6	27
Number of cases without addresses	40	50	90
Number of cases disqualified	5	1	6
Number of cases deceased	7	4	11
Number of cases refused when contacted	32	67	99
Number of cases declined at time of interview	51	42	93
Number of cases lost in the mail	1	2	3
TOTAL	500	500	1000

TABLE 5

Comparison between original and final samples on grade, reading comprehension, socio-economic status and state location in 1960.

	Grade					
	1-8	9	10	11	12	Total
Male						
original	99	164	213	20	4	500
final	93	167	216	21	3	500
Female						
original	70	150	252	25	3	500
final	60	153	258	25	4	500
Total						
original	169	314	465	45	7	1000
final	153	320	474	46	7	1000

	Reading Comprehension - Raw Score					
	0-12	13-20	21-28	29-36	37-48	Total
Male						
original	115	94	87	106	98	500
final	108	102	91	101	98	500
Female						
original	73	98	121	104	104	500
final	49	107	126	112	106	500
Total						
original	188	192	208	210	202	1000
final	157	209	217	213	204	1000

	Socio-Economic Status - Raw Score					
	64-84	85-92	93-98	99-104	105-128	Total
Male						
original	115	94	87	106	98	500
final	101	102	102	99	96	500
Female						
original	109	90	106	94	101	500
final	92	104	104	88	112	500
Total						
original	224	184	193	200	199	1000
final	193	206	206	187	208	1000

	State Location										
	northeastern	mid-atlantic	middle-eastern	appalachian	southeastern	northern midwest	midwest	southcentral	rocky mountain and plains	west coast	TOTAL
Male											
original	58	40	60	53	43	48	68	48	32	50	500
final	65	26	63	47	51	46	67	54	34	47	500
Female											
original	52	50	54	54	48	45	56	45	47	49	500
final	68	20	57	58	46	54	47	49	49	52	500
Total											
original	110	90	114	107	91	93	124	93	79	99	1000
final	133	46	120	105	97	100	114	103	83	99	1000

Data Collection

Two sources of information on the characteristics and experiences of the men and women in the present study exist. The Project TALENT data provides the results of the original testing in 1960 and, for certain members of the sample, information gathered from the mail follow-up questionnaires completed by the individual during the succeeding years. The second data source results from the interviews conducted with each participant, which occurred sometime between June 1974 and June 1975. The following sections describe the procedures used to collect and assemble both types of data.

I. The Project TALENT data

Data on each of the cases in the present study are stored on magnetic tape as part of the Project TALENT Data Bank. Based on the two day nationwide Project TALENT testing in 1960, each person's record consists of individual and composite scores on a battery of tests of abilities and information, responses to an interest inventory as well as information on family background, current activities and future plans. For those sample members who received and completed the mailed follow-up questionnaires, the TALENT record also contains information on post-high school educational, occupational and family activities and plans. A more complete description of the Project TALENT testing and the available data can be found in The Project TALENT Data Bank: A handbook (1972) and in The American high school student (Flanagan, et al, 1964).

Computer programs were written to translate each individual data file into readable form for those attempting to analyze and evaluate cases. Profiles were produced on aptitude, information and interest inventory scores in terms of percentiles and stanines using norms for the sample of 15-year-olds and for the appropriate grade (at the time of testing) and sex of the individual. The remainder of the data, including both the

1960 and the follow-up information appears on the printout as abbreviated questions with the particular response selected by the person; it is organized chronologically within topic area.

II. Searching and contacting cases

A set of procedures was developed for the Project staff to use in locating and contacting cases in the study. Information from the person's TALENT file such as last known address, parents' names, and high school and/or colleges attended provided a starting point for locating cases. For cases in grades 9-12 who received and responded to the five year follow-up questionnaire from TALENT, the above information was about six to nine years old. For all cases in grades 1-8 and for cases who have not responded to follow-up questionnaires, the last known address was the person's 1960 address. All schools and colleges received letters requesting information on the current location of the participant. In addition, the following sources of information were used: local telephone books, information operators, Departments of Motor Vehicles, Chambers of Commerce, Marriage License Bureaus, Voter Registration, Police Departments, Fire Departments, Post Offices and churches. When all the above sources had been exhausted on a case, it was sent to Retail Credit. This latter organization was extremely helpful in certain instances, because local staff could personally contact likely sources of information.

However, even after an extensive search for the participants, certain cases had to be discarded because the persons could not be found. An example of such a case appears in Appendix B .

III. Collection of interview data

Local coordinators and interviewers. The interviewing program was coordinated through senior behavioral scientists in universities, research organizations and other institutions throughout the country. The coordinator was responsible for selecting the interviewer, overseeing the training of the interviewer, handling the receipt and return of the interview materials and maintaining the confidentiality of the materials. A Coordinator's Manual, prepared by the project staff, provided instructions on the responsibilities of the coordinator.

The interviews were conducted by university faculty members, graduate students and others with behavioral science and educational research training. An Interviewer's Manual explained how to set up the interview, answer questions from the participant, conduct the interview, complete the interviewer notes, and protect the rights of the interviewee. In addition, the interviewer received information on how, when and where to contact the participant.

The local coordinators and interviewers are listed in Appendix F. As soon as one of the sample members agreed to be interviewed, the project identified and contacted a coordinator through previous work with the staff, through their membership in APA or AERA, by recommendation of chairpersons of departments of psychology or education or through the department of guidance services of local educational institutions. In some cases the coordinator actually conducted the interview(s) in the area.

Although every attempt was made by the project staff to contact participants directly, this was not always possible. When the participant had an unlisted phone number and did not respond to letters from the project office, an interviewer was sent to the participant's home. The interviewer would explain the study in greater detail and in many cases would make an appointment for the interview. Sometimes, however, the person would refuse to participate. An example of such a case appears in Appendix C .

Participants. Although the project staff and the interviewers went to great lengths to encourage the persons to participate, some sample members refused when contacted or declined at the time of the interview. After an initial round of such refusals, persons were recontacted and asked to complete the interview form themselves. A total of 30 males and 43 females completed and returned the materials on this basis.

Quality of the interviews. In line with the specifications in the Handbook, interviewers asked all relevant interview questions, utilized the probes provided in the interview form and recorded direct quotes from the participants. Relevant sets of questions were omitted in only a very few instances. As a group, the interviews completed by the participants included a greater number of omitted questions and shorter answers to the open-ended questions. However, with the exception of two interviews conducted with two persons later determined not to be members of the TALENT sample, no interviews had to be discarded because the data were not satisfactorily collected.

One problem that did arise in analyzing the interviews occurred in utilizing the information on the dates when the participant entered and left high school. In 11 cases, the dates provided in the interview appeared to indicate that the participant was not in the school grade recorded in Project TALENT at the time of testing. The discrepancies were resolved by calling the schools to confirm the entrance and graduation (or termination) dates on the participant. In six of the cases, the interview date was incorrect. The TALENT date of the remaining five cases was changed to reflect the correct grade level in 1960. Thus in about one-half of one percent of these cases the original Project TALENT data were in error, and in one-half of one percent of the cases the interview data were in error with respect to grade placement at the time of the testing in March of 1960.

A second problem involved discrepancies between the birthdate or age recorded in the 1960 TALENT records and the birthdate or age reported by the person at the time of the interview. For 38 cases, the original copy of the individual's 1960 TALENT questionnaire was checked. Only one case was removed from the sample because this

procedure revealed that the individual was 17 at the time of the TALENT testing.

Procedures used for data analysis

To reduce, for coding purposes, the information contained in the responses to the open-ended questions, 100 interviews were selected for intensive examination. For each question dealing with a topic of interest to the study, a set of statements or codes was developed to represent the range of responses. An effort was made to have codes that were specific enough to provide meaningful data but not so specific as to represent the experiences of only one or two participants. The codes developed for similar questions were combined and edited to provide an unambiguous and comprehensive set of codes for these similar questions.

From the set of questions chosen for the above analysis, a smaller set of questions was selected for coding and analysis on all the interviews. The codes for this smaller set of questions were applied to the responses of another 50 interviews for further clarification. The final set of codes was used on the final set of questions for the entire sample.

The project staff proceeded to code selected multiple choice and open-ended questions for insertion on computer files and eventual merging with the TALENT data for each participant. In some cases where information was omitted in the interview, as, for example, the race of the participant, the 1960 survey and the follow-up data were checked. The first 10 interviews coded by each staff member were double-checked against the actual interview by another staff member. This checking procedure revealed that only one question caused any significant descrepancies between coders. As a consequence, that one question (i.e. the TALENT job code for current occupation) was double-checked for all cases. The remainder of the coding was double-checked for every 15th case. After insertion on computer file, the listing of all the coded interview data was verified.

DATA ANALYSIS AND SOME GENERAL FINDINGS

Reliability and Validity of the Interview Data

Obviously this interview form relies on self-reports of the person's life course. Such retrospective reports can be distorted by errors in memory and recall, or by intentional omission and changes. Results from previous work indicate that the use of an "anchoring" technique is quite effective for getting the person to describe events from his or her past. The technique consists of focusing on a particular year by first obtaining a brief history of where he or she lived, the status of the family, place of residence, the status of the job, etc., at that point in time. By using the above methods, recall for specific events, activities and feelings can be quite accurate.

In the previous section on the quality of the interviews, it was reported that only a few cases revealed discrepancies between the TALENT data collected in 1960 and the recently collected interview data. A more thorough study of the reliability of the data appears in a similar interview study of Project TALENT 30-year-olds with Army experience (Wilson and Flanagan, 1974).

Present Status with Respect to Factors Influencing Quality of Life

The 15 quality of life dimensions have been described in an earlier section of this report. Satisfaction with the quality of life dimensions is dependent on both the importance of the dimension and on one's current status on those variables. In Table 6 are presented some of the variables that might influence the quality of life ratings.

Information on the race of the participants was not available for the entire sample. Of the participants for whom the information was available, 87% were White, 8% were Black, 3% were Chicano or Mexican-American, 1% were Oriental and 0.5% were American Indian. These data are fairly close to the U. S. Census data.

TABLE 6

Selected Background Characteristics.

RACE	Male	Female	TOTAL
White	382	370	752
Black	34	38	72
Chicano	14	12	26
Oriental	4	3	7
American Indian	1	3	4
Omitted	65	74	139
TOTAL	500	500	1000

HEALTH	Male	Female	TOTAL
Excellent	195	166	361
Very Good	193	187	380
Good	84	120	204
Fair	21	25	46
Poor	5	2	7
Omitted	2	0	2
TOTAL	500	500	1000

PRESENT MARITAL STATUS	Male	Female	TOTAL
Single	57	46	103
Married	389	397	786
Divorced	43	39	82
Separated	11	15	26
Widowed	0	3	3
TOTAL	500	500	1000

	Male		Female		TOTAL	
CHILDREN	Present	Planned Completed	Present	Planned Completed	Present	Planned Completed
0	125	20	82	25	207	45
1	129	52	99	60	228	112
2	164	175	163	167	327	342
3	67	96	109	119	176	215
4	9	28	33	41	42	69
5	4	8	11	9	15	17
6	1	2	1	4	2	6
7	1	0	1	5	2	5
8	0	1	1	1	1	2
9	0	0	0	0	0	0
10	0	1	0	0	0	1
11	0	0	0	0	0	0
12	0	0	0	1	0	1
Omitted	0	117	0	68	0	185
TOTAL	500	500	500	500	1000	1000

As was mentioned previously, the median earnings for the men was $13,000. Almost all the men were working during the past year on a full-time or part-time basis. Among the women, 47% were employed full-time, another 7% were employed part-time, and 46% were not employed. For the women, the median earnings, excluding the full-time housewives, amounted to approximately $5,000. However, if women who only work part-time are not considered, the median earnings for all full-time employed women came to $6,000.

In rating themselves on their present health condition, only 78% of the men and 71% of the women stated that it was excellent or very good. At least 5% of these 30-year-old men and women said that their health was only fair or poor.

Both the relationship with one's spouse and with one's children appear as separate quality of life dimensions. It is interesting to note that about 81% of the sample are currently married (including those separated) and that 79% of the sample have at least one child. Of the men and women in the sample, about 8% are divorced, 3% are separated and 10% have never married. In addition, three of the women in the sample are widowed. Again, the data differ only slightly from the Census data on marital status.

Over 50% of the men and women in the sample have only one or two children. The most frequent response for the total number of children planned for the family was 2. Only 5% of the sample did not plan to have any children.

The sample was examined in terms of the educational level of the participants. For the males, 14%, and for the females, 19%, have not obtained either a high school diploma or a GED. Another 16% of the men and 26% of the women have received a high school diploma and no further education or training. As for training beyond the high school diploma or GED, 43% of the men and 36% of the women have received some college training (but not a 4-year degree) or some vocational or business school training. Finally, 25% of the men and 19% of the women have received education that includes a four-year college degree or better. In fact, 15% of the men and 10% of the women have received education beyond a college degree.

Ratings of Importance and Satisfaction of Quality of Life Dimensions

All participants were asked questions on their current quality of life. As described in previous sections of this paper, these 30-year-old men and women reported on the importance of and satisfaction with 15 components of quality of life. In Table 7 are presented the results of the reports. (Appendix D presents the complete distribution for the reports on importance and satisfaction.) Both the men and women in this sample indicated that the most important component to their quality of life was health. At least 98% of them stated that physical and mental health was either important or very important to their quality of life. The second most important dimension for women and the third most important for men was close relationship with their spouse. Over 90% in both groups indicated this relationship to be important or very important to them. For the males, job was more important than the relationship with spouse with 90.8% and 90.4% respectively indicating the two dimensions to be important or very important. Although of slightly less importance than health, spouse, children, or maturity, work in the home or on a job was reported as being important or very important to 89% of the women. For the women, being a parent and having and raising children was the third most important dimension. It was rated as important or very important by 93% of the women and 84% of the men. For women the next most important aspect of quality of life was maturity and personal understanding. Of the women, 92%, and of the men, 84%, indicated that this was important or very important to them. For the men the fourth most important item was developing and using your mind through learning, with 87% of the men and 81% of the women indicating that this was important or very important to them.

Each of the six dimensions discussed above was reported, by more than 50% of both men and women, to be very important to their quality of life. Only one additional item was reported as very important to more than 50% of the women: this was relationships with parents, siblings and other relatives. A total of 83% of the women reported this dimension as either important or very important to them, while only 68% of the men reported it to be of this degree of importance.

Having material comforts, such as a good home, good food and security for the future was important to 80% of the men and 75% of the women. It is interesting to note that for these 30-year-old men and women material comforts

Table 7

The percentages of the final sample of 1000 Project TALENT participants as to the importance to them of each of the 15 components of the quality of life and the extent to which they are satisfied with their present status with respect to each of these components.

Component	Percent reporting Important or Very Important[1]			Percent reporting Satisfied or Very Satisfied[2]		
	Total	M	F	Total	M	F
PHYSICAL AND MATERIAL WELL-BEING						
A. Material comforts - things like a desirable home, good food, possessions, conveniences, an increasing income, and security for the future.	77.5	80.5	74.6	74.9	74.2	75.6
B. Physical and mental health - to be physically fit and vigorous, to be free from anxiety and distress, and to avoid bodily harm.	98.2	98.0	98.4	86.3	86.1	86.5
RELATIONS WITH OTHER PEOPLE						
C. Relationships with your parents, brothers, sisters, and other relatives - things like communicating, visiting, understanding, doing things, and helping and being helped by them.	75.5	67.9	83.2	80.9	80.9	80.8
D. Be a parent and help, teach, and care for your children.	88.3	83.7	92.8	81.6	80.0	83.0
E. Close relationship with a spouse, boyfriend, girlfriend. Consider things like love, companionship, understanding, appreciation, and sexual satisfaction.	92.4	90.4	94.4	82.2	84.0	80.2
F. Close Friends - sharing activities, interests, and views; being accepted, visiting, giving and receiving help, love, trust, support, guidance.	75.2	71.4	79.0	82.0	81.4	82.5
SOCIAL, COMMUNITY, AND CIVIC ACTIVITIES						
G. Participate in activities which help or encourage other adults or children. These can be your own efforts or efforts as a member of some church, club, or volunteer group.	65.4	59.7	71.0	61.7	61.2	62.2
H. Participation in activities relating to local or national government and public affairs.	44.6	46.8	42.5	53.8	53.8	53.9
PERSONAL DEVELOPMENT AND FULFILLMENT						
I. Develop and use your mind through learning, attending school, improving your understanding, or acquiring additional knowledge.	83.9	86.8	81.0	54.2	58.1	50.2
J. Develop maturity, insight into your assets and limitations, understanding of the meaning of life, and ability to plan and make decisions on major life activities.	88.0	84.3	91.6	72.1	73.5	70.6
K. Work in a job or at home that is interesting, rewarding, worthwhile.	90.0	90.8	89.1	78.8	79.0	78.7
L. Express yourself in a creative manner in music, art, writing, photography, practical activities, or in leisure time activities.	50.2	47.7	52.8	58.6	59.9	57.4
RECREATION						
M. Socializing - meeting other people, doing things with them, and giving or attending parties.	50.7	48.3	53.1	73.6	73.4	73.7
N. Read, listen to music, or observe sporting events or entertainment.	54.7	56.2	53.2	70.8	71.5	70.0
O. Participate in active recreation - such as sports, traveling and sightseeing, playing games, singing, dancing, playing an instrument, acting, and other such activities.	54.7	59.3	50.0	63.2	63.8	62.6

1. "At this time in your life, how important is it to you to _____?"

2. "How satisfied are you with your status in this respect?"

is in about middle position on importance for the 15 components describing quality of life. Many commentators on life in America strongly imply that financial considerations dominate the thinking of Americans. This view gets little support from this survey. Also in this middle group in importance to these men and women is having close friends. It is of importance to more women with 79% reporting it as important or very important and only 71% of the men reporting it at this same level of importance.

The next dimension in importance to these men and women is helping others through a church, club or volunteer group. 71% of the women and 60% of the men indicate that it is important or very important to them.

The next four items which are of definitely less importance to the quality of life of both the men and women in this national sample include: passive recreation such as reading or listening to music; active recreation; expressing oneself in a creative manner; and socializing. Each of these is regarded as important or very important by about one-half of both the men and women, with active and passive recreation reported as a little more important to the men and socializing given slightly more importance by the women. The item this sample indicated had the least importance to their quality of life is participation in activities relating to local or national government. Less than one-half of both the men and the women regarded this as important to them.

A review of Table 7 indicated that most of these 30-year-olds are well satisfied with their present status in relation to the nine items that three-fourths or more of them indicate are important to their quality of life. The major exception to this generalization is that whereas 84% of the group indicate that developing their minds through learning was important or very important to them, only 54% are satisfied with their status in this regard. In fact, the dimension is second to the last in terms of satisfaction. Only 50% of the women indicate they are satisfied as compared with 58% of the men. Among these first nine items in terms of importance the second largest discrepancy is in relation to developing maturity and personal understanding. Whereas 88% regard this as important, only 72% are satisfied with their present status. Furthermore, the difference between the importance and the satisfaction of this dimension is greatest for women. The other three cate-

gories where there is about a ten percentage point difference between the ratings of importance and those of satisfaction are health, relations with spouse, and job. These five areas would seem to be high priority topics for attention in any programs looking toward the improvement of the quality of life of young American adults.

Participation in activities relating to local or national government is not only of least importance to these people but also is the item for which they show least satisfaction in terms of their present status, with only about 54% of both the men and the women indicating satisfaction. Perhaps to help understand why they rate this item in this way we can look at the reply from a young man in the northeast part of the country who is now a farmer. When asked why participation in government was of no importance to him, he stated that he can do nothing but vote and is very frustrated with the poor quality of the local government.

In Tables 8 and 9 appear the cross-tabulations of importance and satisfaction for the fifteen quality of life dimensions. As previously mentioned, there are nine components that more than three-fourths of these young people report are either important or very important to their quality of life. On six of these, 80% or more of both the men and the women who rate the component as either important or very important to their quality of life, are either satisfied or very satisfied with their present status on this component. The six components include health, spouse, job, children, parents and siblings, and close friends. For two of the remaining three, developing maturity and material well-being, the corresponding figure is 70%. Intellectual development is the one component that three-fourths or more of the 30-year-olds regard as important or very important to their quality of life but as few as 59% of the men and 50% of the women are satisfied with their status on it.

The remaining six components are rated as important or very important to their quality of life by only about half of these young people. For three of these components, more that 70% of the young people who rated a component as important or very important report that they are satisfied or very satisfied with their present status. These three components include passive recreation, active recreation, and socializing. The remaining three components are helping other

TABLE 8

Cross-Tabulation for 500 Males of Ratings on Importance and Ratings on Satisfaction for the 15 Quality of Life Dimensions

Rows: Very Satisfied = VS
Satisfied = S
Moderately Satisfied = MS
Only Slightly Satisfied = OSS
Not At All Satisfied = NAS
No Response = NR

Columns: Very Important = VI
Important = I
Moderately Important = MI
Only Slightly Important = OSI
Not At All Important = NAI
No Response = NR

Material Well-Being

	VI	I	MI	OSI	NAI	NR	TOT
VS	80	50	20	8	3	2	163
S	91	77	30	5	2		205
MS	44	33	19	5			101
OSS	9	3	2	1			15
NAS	7	3	2				12
NR	3					1	4
TOT	234	166	73	19	5	3	500

Close Friends

	VI	I	MI	OSI	NAI	NR	TOT
VS	68	41	22	11	12	3	157
S	70	112	40	12	11	1	246
MS	21	24	18	4	3		70
OSS	6	3	1	2	1		13
NAS	5		2	1	1		9
NR	1	1				3	5
TOT	171	181	83	30	28	7	500

Job

	VI	I	MI	OSI	NAI	NR	TOT
VS	156	35	8	4	2	1	206
S	87	54	9	3	2	3	158
MS	34	16	10			1	61
OSS	14	5	1	2			22
NAS	13	1					14
NR	9	3	2			25	39
TOT	313	114	30	9	4	30	500

Health

	VI	I	MI	OSI	NAI	NR	TOT
VS	210	19	1				230
S	154	33	6		1	2	196
MS	36	12	2				50
OSS	10	1					11
NAS	6	2					8
NR						5	5
TOT	416	67	9		1	7	500

Helping Others

	VI	I	MI	OSI	NAI	NR	TOT
VS	44	14	9	10	14		91
S	50	63	21	30	37	5	206
MS	33	37	20	15	4	1	110
OSS	10	20	5	12	1		48
NAS	10	6	4	5	4	1	30
NR	2	1	1	1	3	7	15
TOT	149	141	60	73	63	14	500

Creativity

	VI	I	MI	OSI	NAI	NR	TOT
VS	41	13	5	14	22		95
S	32	45	26	50	38	1	192
MS	32	35	42	20	5		134
OSS	16	10	9	6	1		42
NAS	5	3	3		5		16
NR	2	1	3	2	7	6	21
TOT	128	107	88	92	78	7	500

Parents and Siblings

	VI	I	MI	OSI	NAI	NR	TOT
VS	112	44	20	6	9		191
S	61	78	48	18	5	1	211
MS	12	16	22	8	2		60
OSS	4	3	5	4	1		17
NAS	3	3	2	6	3		18
NR	2					1	3
TOT	194	144	97	42	21	2	500

Government

	VI	I	MI	OSI	NAI	NR	TOT
VS	13	5	8	14	23		63
S	37	53	43	38	28		199
MS	34	33	26	14	6	1	114
OSS	18	13	19	9	3		62
NAS	14	12	3	6	14		49
NR	1			5	6	1	13
TOT	117	116	99	86	80	2	500

Socializing

	VI	I	MI	OSI	NAI	NR	TOT
VS	36	26	31	19	14		126
S	25	85	73	45	10		238
MS	15	30	29	16	2	1	93
OSS	7	9	7	4	2		29
NAS	5	1			4		10
NR		1			1	2	4
TOT	88	152	140	84	33	3	500

Children

	VI	I	MI	OSI	NAI	NR	TOT
VS	165	20	8	8	13	1	215
S	93	30	8	6	8		145
MS	24	17	5	2	1		49
OSS	8	3	2	1			14
NAS	13	5	1		6	2	27
NR	7	1		5	1	36	50
TOT	310	76	24	22	29	39	500

Intellectual Development

	VI	I	MI	OSI	NAI	NR	TOT
VS	69	13	4	1	1		88
S	104	65	16	8	5		198
MS	76	35	13	4	1	4	133
OSS	31	17	4	2			54
NAS	14	1		1	3		19
NR		2			2	4	8
TOT	294	133	37	16	12	8	500

Passive Recreation

	VI	I	MI	OSI	NAI	NR	TOT
VS	46	40	30	12	2		130
S	43	80	65	25	3		216
MS	19	28	33	15	3		98
OSS	7	8	8	6			29
NAS	1	2	2	3	3		11
NR	3	3	1	6	1	2	16
TOT	119	161	139	67	12	2	500

Spouse

	VI	I	MI	OSI	NAI	NR	TOT
VS	200	21	2		6		229
S	87	48	8	5			148
MS	19	10	11	1	2		43
OSS	7	3	4		1		15
NAS	9	3	1		2		15
NR						50	50
TOT	322	85	26	6	11	50	500

Maturity

	VI	I	MI	OSI	NAI	NR	TOT
VS	87	16	5	3	5		116
S	109	86	32	11	4		242
MS	57	33	10	2	1	1	104
OSS	13	5	1				19
NAS	4		1		1		6
NR	3	1			1	8	13
TOT	273	141	49	16	12	9	500

Active Recreation

	VI	I	MI	OSI	NAI	NR	TOT
VS	62	23	13	9	12		119
S	38	76	35	30	8	2	189
MS	28	32	36	14	5		115
OSS	7	14	13	9	1	1	45
NAS	3	3	4	1	4		15
NR	1	6	3		4	3	17
TOT	139	154	104	63	34	6	500

TABLE 9

Cross-Tabulations for 500 Females of Ratings on Importance and Ratings on Satisfaction for the 15 Quality of Life Dimensions

Rows: Very Satisfied = VS
Satisfied = S
Moderately Satisfied = MS
Only Slightly Satisfied = OSS
Not At All Satisfied = NAS
No Response = NR

Columns: Very Important = VI
Important = I
Moderately Important = MI
Only Slightly Important = OSI
Not At All Important = NAI
No Response = NR

Material Well-Being

	VI	I	MI	OSI	NAI	NR	TOT
VS	71	55	34	12	6	2	180
S	61	86	42	7	1		197
MS	35	30	13	8	1	1	88
OSS	12	8	1	1			22
NAS	8	4					12
NR						1	1
TOT	187	183	90	28	8	4	500

Close Friends

	VI	I	MI	OSI	NAI	NR	TOT
VS	118	42	20	3	6		189
S	65	96	35	9	9	2	216
MS	22	26	13	3	1		65
OSS	4	9	2	2			17
NAS	4						4
NR	2					7	9
TOT	215	173	70	17	16	9	500

Job

	VI	I	MI	OSI	NAI	NR	TOT
VS	143	36	6	4	4		193
S	79	77	14	3	2	2	177
MS	36	24	6	1	1		68
OSS	9	5	2	1		1	18
NAS	8	3	1	1	1		14
NR	12	4	3	2	1	7	30
TOT	288	149	32	12	9	10	500

Health

VS	219	13	2			1	235
S	154	34	2		1	2	193
MS	39	13	1		1		54
OSS	9						9
NAS	3	1					4
NR					1	4	5
TOT	424	61	5		3	7	500

Helping Others

VS	73	25	8	5	7		118
S	53	81	15	21	12	1	183
MS	29	38	17	8	5	2	99
OSS	8	22	14	6	4	1	55
NAS	4	9	4	6	6		29
NR	2	4	1	2	1	6	16
TOT	169	179	59	48	35	10	500

Creativity

VS	47	16	11	7	20	1	102
S	38	55	23	31	30	1	178
MS	26	36	42	12	9	2	127
OSS	12	19	16	8	2		57
NAS	3	5	4	6	4	2	24
NR		1	2	1	3	5	12
TOT	126	132	98	65	68	11	500

Parents and Siblings

VS	191	39	14	5	4	1	254
S	62	55	18	9	3		147
MS	30	20	9	4	1		64
OSS	6	3	9	2	1		21
NAS	4	2	1		2	1	10
NR			1			3	4
TOT	293	119	52	20	11	5	500

Government

VS	8	11	9	13	28	1	70
S	24	47	37	34	45		187
MS	33	36	28	11	8	1	117
OSS	10	12	13	15	5		55
NAS	14	7	8	8	11		48
NR	1	6	3	5	2	6	23
TOT	90	119	98	86	99	8	500

Socializing

VS	50	47	35	13	16	1	162
S	28	63	52	39	17	1	200
MS	13	28	37	5	2	1	86
OSS	10	12	8	1	2		33
NAS	1	7	1		1		10
NR	1			1		7	9
TOT	103	157	133	59	38	10	500

Children

VS	190	10	1	3	9	3	216
S	130	29	7	3	1	1	171
MS	39	8	6	1		1	55
OSS	7	4					11
NAS	10	3					13
NR	4	3	1	1	1	24	34
TOT	380	57	15	8	11	29	500

Intellectual Development

VS	41	10	4	2	3		60
S	82	65	19	12	8	2	188
MS	80	51	20	9	1	2	163
OSS	24	21	4	5	2		56
NAS	17	5	2	1	1	1	27
NR	1					5	6
TOT	245	152	49	29	15	10	500

Passive Recreation

VS	43	43	25	16	4		131
S	45	64	64	30	5		208
MS	15	32	36	13	3	1	100
OSS	5	10	12	9			36
NAS	4		1	3	1		9
NR		3	5	3	2	3	16
TOT	112	152	143	74	15	4	500

Spouse

VS	222	11	5	1	1		240
S	84	26	3	1	1		115
MS	36	13	7		2		58
OSS	10	2	2				14
NAS	10	1	1		1		13
NR	2	1				57	60
TOT	364	54	18	2	5	57	500

Maturity

VS	82	15	5	2	3	1	108
S	131	87	12	2	4		236
MS	57	40	6				103
OSS	15	11	2	1			29
NAS	6	2	1		2		11
NR		4	1			8	13
TOT	291	159	27	5	9	9	500

Active Recreation

VS	45	22	6	11	13		97
S	33	67	44	40	20		204
MS	16	31	38	17	7		109
OSS	7	11	10	12	2	1	43
NAS	7	7	4	3	6	1	28
NR	1		2	4	8	4	19
TOT	109	138	104	87	56	6	500

people, for which the corresponding figure on satisfaction with present activities is a little more than 60%; creativity for which it is a little less than 60%; and participating in government for which it is somewhat less than 50%.

The figures reported above include persons who rate the dimensions as either important or very important. These percentages do not differ markedly when including only those who rate the dimension as very important. The only large percentage differences occur for women. On the dimensions of helping others and creativity, the women who rate the dimensions as very important are more satisfied with their present activities in this area. In contrast, the women who rate government as very important are less satisfied with their present activities.

Finally, it should be noted that the percentages in Tables 8 and 9 on level of satisfaction for persons rating the dimension as important or very important do not differ markedly from these same percentages using the entire group (as shown in Table 7). The largest three discrepancies occur with the dimensions of spouse, parents and siblings, and government. For the dimension of spouse, an increase in satisfaction occurs for the men when shifting from the entire group (84%) to only those who consider the component important or very important (92%). Similarly, for men, with the dimension of parents and siblings, there is an increase in satisfaction from 81% to 88% when considering only the men who rate the relationships as important or very important. The one dimension that shows a decrease in satisfaction when focusing on persons who rate it as important is that of government. For men the decrease in number being satisfied with their present activities in this area is from 54% for the entire group to 47% for those rating it as important. For the women the same decrease is from 54% to 45%. Thus, on this dimension the rating of degree of satisfaction decreases with an increase in its importance to the individual.

As an overall generalization it seems that most of these young people are off to a good start in life and are doing quite well with respect to the things that are most important to them. They do indicate that they would like to do better in areas of intellectual development and personal understanding and to a lesser degree in health, job, relationship with spouse, and relationship with children. It is hoped that social programs can be improved and modified to enable them to achieve greater satisfaction in these areas.

Education's Contribution to the Quality of Life

One of the main purposes of the present study is to indicate ways in which education has contributed or has failed to contribute to the quality of life of these 30-year-olds. In Table 10 appears an analysis of the educational expectations and highest attainment of these men and women. In 1960, these 15-year-olds responded to the following question, "What is the greatest amount of education you expect to have during your life?"

A. I don't expect to finish high school.

B. I expect to graduate from high school.

C. I expect to obtain vocational, business school or junior college training.

E. I expect to graduate from a regular four-year college.

F. I expect to study for an advanced degree.

In the interview conducted with the students who are now 30 years of age, the highest education obtained by the person was determined. Thus, if the person dropped out of high school but did receive some vocational training, it was recorded that the highest education for this person was vocational training. Since the question, as posed in 1960, asked for the highest education expected, the above described procedure seemed to be the most appropriate for comparison purposes. It should be noted, therefore, that the data in this table are not completely comparable to the data on education discussed in the previous section. Also, it should be recognized that some number of these people may get additional training and education, but presumably by 30, most have completed their education.

The table indicates that these students, especially the males, had fairly realistic educational expectations. About 37% of the men received less education and 37% have received more education (to date) than they reported they expected as 15-year-olds. The women were slightly less realistic with 47% receiving less education than they reported they expected as 15-year-olds and only 24% receiving more than expected. Furthermore, it appears that, within each of the categories of expected education, women had less realistic expectations than did the men. For example, of the men who expected to complete 4 years of

TABLE 10

Cross-Tabulation for the 500 Males and 500 Females of Maximum Education Expected in 1960 (as a 15-year-old) and Maximum Education Obtained at 30 Years of Age

MALES

Maximum Education Obtained	Maximum Education Expected							
	Some High School	H. S. Grad.	Voc./ Business	Some College	College Grad (4 yr)	Advanced Degree	No Response	TOTAL
Some Elementary School	1				1		2	4
Completed 8th Grade	1	1					3	5
Some High School	3	7	3	2		1	22	38
High School Graduate or GED	3	28	7	12	5	4	24	83
Vocational/Business, with/without H. S. degree	6	36	9	12	7	5	39	114
Some College	1	21	11	11	40	8	30	122
College Graduate (4 yr)		3	6	3	23	14	9	58
Some Masters Work		1	2	3	8	1	9	24
Masters Degree		1	2	1	12	13	1	30
Some Doctoral Work			1	1	3	1	2	8
Ph.D./ Professional Degree					5	5	4	14
TOTAL	15	98	41	45	104	52	145	500

FEMALES

Maximum Education Obtained	Maximum Education Expected							
	Some High School	H. S. Grad.	Voc./ Business	Some College	College Grad (4 yr)	Advanced Degree	No Response	TOTAL
Some Elementary School							3	3
Completed 8th Grade							5	5
Some High School	10	33	4	2	4	3	15	71
High School Graduate or GED	5	43	31	11	8	2	28	128
Vocational/Business, with/without H.S. Degree	6	24	17	11	17	4	25	104
Some College		10	11	16	35	9	12	93
College Graduate (4 yr)		2	4	6	13	11	10	46
Some Masters Work			4	2	11	6	8	31
Masters Degree			1	1	8	4		14
Some Doctoral Work						2	1	3
Ph.D./Professional Degree					1	1		2
TOTAL	21	112	72	49	97	42	107	500

college, 49% have done so or have received more advanced education; on the other hand, only 34% of the women who expected to complete college have done so.

Students terminate their education for various reasons. In the interview, participants were questioned about their reasons for dropping out of elementary, junior high and high school. The responses were tabulated for two reasons. In Table 11 appear the percentage of times that each response was elicited. It should be noted that the frequency of these students who dropped out of school before the ninth grade was rather low - only 14 males and 22 females. Furthermore, of the 22 females, 11 returned to school but subsequently terminated their high school education before graduation.

In grades 1 through 8, the most frequent response for leaving school involved "personal reasons." Other frequently mentioned reasons included "needed money/had to work" and "health problems." For women, the most frequent response was "health problems" followed by "personal reasons" and "marriage/pregnancy." The situation changes somewhat during the high school years. The three most frequent reasons provided by the men involved "bored with school/didn't like school", "personal reasons" and "needed money/had to work." For the women, "marriage/pregnancy" appeared most frequently, with "personal reasons" and "needed money/had to work" also mentioned.

In Table 11 , 20% of the reasons involved statements that students left school because they were bored or because they failed or were receiving poor grades. One could interpret these responses as indicating that the students were not progressing through the materials at somewhat the same rate as their classmates. When dealing with students who learn much more or less quickly than the rest of the class, some schools employ the practice of advancing or holding back such students. In the interview, when questioned about being advanced or held back in grades 1-8, 24 men and 24 women indicated that they were advanced, and 140 men and 83 women stated that they were held back. These people were then asked how helpful the experience was to them. Of the students who were advanced, 48% of the men and only 27% of the women stated that it was "very helpful" or "helpful"; in contrast, 35% of the men and 55% of the women stated that the experience was "only slightly helpful" or "not at all helpful." The men and women who were held back responded similarly in terms of the helpfulness

TABLE 11

Percentages of Principal Reasons for Dropping Out of School*

	Male		Female		Total	
	1-8	9-12	1-8	9-12	1-8	9-12
Marriage/ Pregnancy	-	4.1	18.5	47.2	11.1	24.1
Bored with school/ Didn't like school	5.5	25.4	7.4	4.7	6.7	15.8
Poor grades/ Failed	11.1	4.9	-	2.8	4.4	3.9
Needed money/ Had to work	16.7	16.4	14.8	17.9	15.5	17.1
Personal reasons	22.2	20.5	22.2	18.9	22.2	19.7
Health problems	16.7	2.5	29.6	1.9	24.4	2.2
Problems with teacher, principal	11.1	10.7	-	0.9	4.4	6.1
Other	16.7	15.6	7.4	5.7	11.1	11.0
TOTAL number of drop-outs	14	95	22	101**	36	196**

* Only as many as two principal reasons given for dropping out of school are included for any one person.

** 11 of these students also dropped out of school during grades 1-8.

of the experience. About 48% of both men and women indicated that being held back was "very helpful" or "helpful". However, at least 42% stated that the experience was "only slightly helpful" or "not at all helpful." (See Table 12).

One of the purposes of the education is to improve the quality of life of the students in their later life. In fact, many of the goal statements presented in Table 3 relate to the student's life after leaving school. The rest of this section of the report will probe more deeply into the question of the utilization of education.

In Table 13 appears the kinds of response to the question, "What information or skills did you learn in high school that you have been able to use since then?" For men the three most frequent responses were mathematics, industrial arts and language arts. For the women, on the other hand, the three most frequent responses were business education, home economics and language arts.

Also of interest is the data from the question on how the information and skills were used. Table 14 presents the data, with the response categories bearing some resemblance to the 15 quality of life dimensions. It is interesting to note that high school information and skills have been reported as being used in each of the dimensions by at least one member of the sample. The four most frequent areas reported by both men and women were occupational role, everyday life, relations with other people, and intellectual development.

As a comparison to the above data, Table 15 presents the details on the high school information and skills that these same persons report as never having used following high school. For males and females, social studies, science, and mathematics appear as the three most frequent responses.

Another aspect of the area of education as preparation for later life is the question, "What things do you wish you had had an opportunity to do, study, or experience in high school?" The responses to the question, as seen in Table 16, are less concentrated, than the previous responses, into one or two areas. The men stated that they wished that they had had learning experiences in industrial arts, vocational courses, mathematics, and science. In contrast, the three most frequent responses for women were business education, foreign language, and fine arts.

TABLE 12

Percentages of persons advanced or held back during grades 1-8 who reported various degrees of helpfulness for this action.

ADVANCED

	Males	Females	Total
Very Helpful	26.0	18.2	22.2
Helpful	21.7	9.1	15.6
Moderately Helpful	17.4	18.2	17.8
Slightly Helpful	4.3	9.1	6.7
Not Helpful At All	30.4	45.5	37.8
No Response	(1)	(2)	(3)
TOTAL number of students reporting on helpfulness	23	22	45

HELD BACK

	Males	Females	Total
Very Helpful	27.0	24.4	26.0
Helpful	20.4	24.4	21.9
Moderately Helpful	9.5	9.8	9.6
Slightly Helpful	10.2	3.7	7.8
Not Helpful At All	32.8	37.8	34.7
No Response	(3)	(1)	(4)
TOTAL number of students reporting on helpfulness	137	82	219

TABLE 13

Percentages of the types of information and skills learned in high school that are reported as having been used since. *

	Male	Female	Total
Language Arts	16.4	16.3	16.4
Social Studies	3.0	3.2	3.1
Human Relations, Social Skills	3.5	2.2	2.8
Foreign Language	1.9	3.5	2.7
Science	5.7	3.5	4.5
Mathematics	23.3	15.5	19.3
Business Education	9.2	24.9	17.3
Industrial Arts	17.0	.1	8.3
Home Economics	.1	16.9	8.7
Health and Safety	.3	1.0	.6
Physical Education	2.6	1.5	2.0
Fine Arts	1.8	2.8	2.3
Drivers Education	1.0	1.3	1.2
Study Skills	1.3	1.0	1.2
Vocational Courses	1.9	.3	1.1
Practical Skills and Preparation for Life	1.6	1.1	1.4
Extra-Curricular Activities	.4	.1	.2
Maturity	.8	.1	.4
Everything, General Abilities	7.9	4.3	6.0
Other	.5	.5	.5
TOTAL number of persons	489	489	978

* Only as many as three responses are included for any one person.

TABLE 14

Percentages of the types of ways in which information and skills learned in high school have been reported as having been used since.*

	Male	Female	Total
Material Well-Being and Financial Security	2.1	1.0	1.6
Health and Personal Safety	.3	.1	.2
Relations with Other People (including socializing)	7.5	9.3	8.4
Activities related to Helping or Encouraging Other People	1.8	.9	1.4
Activities related to Local and National Government	.5	.5	.5
Intellectual Development	7.3	7.5	7.3
Personal Understanding and Planning	1.6	2.8	2.2
Occupational Role	49.5	45.7	47.6
Creativity and Personal Expression	2.7	2.8	2.8
Passive Recreation	.8	2.2	1.5
Active Recreation	3.0	2.5	2.7
In Everyday Life	22.9	24.6	23.8
TOTAL number of persons	489	489	978

* Only as many as three responses are included for any one person.

TABLE 15

Percentages of the types of information and skills learned in high school that are reported as not having been used since. *

	Male	Female	Total
Language Arts	14.6	8.5	11.4
Social Studies	21.2	19.3	20.2
Human Relations, Social Skills	.1	-	.1
Foreign Language	11.4	11.4	11.4
Science	15.1	17.2	16.2
Mathematics	15.1	22.4	18.9
Business Education	6.8	12.6	9.8
Industrial Arts	8.3	.5	4.2
Home Economics	-	1.2	.6
Health and Safety	.4	.7	.5
Physical Education	1.4	1.5	1.5
Fine Arts	1.8	1.7	1.8
Drivers Education	.1	.2	.2
Study Skills	-	.1	.1
Vocational Courses	.3	.3	.3
Practical Skills and Preparation for Life	.1	-	.1
Extra-Curricular Activities	-	.3	.2
Maturity	-	-	-
Everything, General Abilities	2.6	1.6	2.1
Other	.5	.2	.4
TOTAL number of persons	489	489	978

* Only as many as three responses are included for any one person.

TABLE 16

Percentages of the types of courses that the respondents wish they had had in high school. *

	Male	Female	Total
Language Arts	6.1	5.9	6.0
Social Studies	7.2	7.1	7.2
Human Relations, Social Skills	2.4	3.1	2.7
Foreign Language	6.2	9.3	7.8
Science	9.1	4.7	6.9
Mathematics	9.1	5.2	7.2
Business Education	6.6	18.3	12.4
Industrial Arts	15.1	3.2	9.1
Home Economics	.6	5.7	3.1
Health and Safety	.6	1.7	1.1
Physical Education	3.6	1.8	2.7
Fine Arts	3.0	8.8	5.9
Drivers Education	.6	.6	.6
Study Skills	2.9	2.2	2.6
Vocational Courses	9.7	5.0	7.4
Practical Skills and Preparation for Life	3.6	4.0	3.8
Extra-Curricular Activities	3.7	4.0	3.9
Maturity	.8	.8	.8
Everything, General Abilities	2.4	1.3	1.8
Other	6.6	7.3	6.9
TOTAL number of persons	489	489	978

* Only as many as two responses are included for any one person.

Several of the goals for education as listed in Table 3 relate to the student's ability to continue his/her education in college. In fact, many schools provide a college preparatory curriculum, and some participate in advanced placement programs. It is interesting to note that, of the men who attend colleges, only 35% considered themselves "very well prepared" or "well prepared" and almost 28% reported that they were "only slightly prepared" or "not prepared at all." More of the women, 49%, stated that they were "very well prepared" or "well prepared" for college. However, almost 19% were "only slightly prepared" or "not prepared at all." (See Table 17).

Table 18 presents the ways in which the sample members reported being prepared for college, and Table 19 shows the ways in which they were not prepared for college. The two most frequent responses for both men and women, in terms of preparation, were general abilities and language arts. The next most frequent response was mathematics for men and study skills for women. In terms of a lack of preparation for college, men most frequently mentioned study skills, language arts and mathematics. The women most frequently reported that they lacked study skills, maturity and language arts.

In terms of the ways in which these people indicate that they have used high school information and skills, the most frequent response was in terms of occupational role (see Table 14). Project TALENT has, over the years, documented the fact that these students have experienced difficulties in choosing a career. Therefore, it seems appropriate to look at the careers and career choices of these people.

One kind of analysis would be to compare the occupational expectations of these students with their current occupations at 30 years of age. In 1960, these people were asked: "In the following list of occupations, mark the one occupation you <u>expect</u> to make your career after you have completed your education." These responses were assigned to one of the 12 career groups (See the <u>Career Data Book</u> for a description of these groups). Two additional groups were included for this analysis: housewife and other (including student and unemployed). About 18% of the males and 12% of the females did not respond to the question in 1960. Of those who did respond in 1960 and excluding those in the "other" category, only 15% of the men and 19% of the women are currently employed in the career groups that they expected as a 15-year-old. Certain

TABLE 17

Percentages of responses indicating various degrees of preparation for college gained in high school.

	Male	Female	Total
Very Well Prepared	12.7	17.7	14.8
Well Prepared	22.1	31.5	26.4
Moderately Well Prepared	37.3	32.0	34.8
Only Slightly Prepared	20.9	14.4	18.1
Not Prepared At All	7.0	4.4	5.9
No Response	(12)	(8)	(20)
TOTAL number of persons reporting on preparation	244	181	425

TABLE 18

Percentages of the types of ways in which the respondents reported being prepared for college. *

	Male	Female	Total
Language Arts	15.0	20.8	17.5
Social Studies	3.1	5.1	3.9
Human Relations, Social Skills	2.5	2.2	2.4
Foreign Language	1.4	2.9	2.1
Science	10.0	3.3	7.1
Mathematics	14.5	6.9	11.2
Business Education	2.5	2.9	2.7
Industrial Arts	.3	-	.2
Home Economics	-	1.1	.5
Health and Safety	-	-	-
Physical Education	.8	-	.5
Fine Arts	.3	.7	.5
Drivers Education	-	-	-
Study Skills	9.7	13.1	11.2
Vocational Courses	.3	-	.2
Practical Skills and Preparation for Life	3.3	2.2	2.8
Extra-Curricular Activities	-	-	-
Maturity	9.7	2.9	6.8
Everything, General Abilities	24.8	30.7	27.3
Other	1.7	5.1	3.2
TOTAL number of college students reporting on preparation	227	173	430

* Only as many as three responses are included for any one person.

TABLE 19

Percentages of the types of ways in which the respondents reported not being prepared for college. *

	Male	Female	Total
Language Arts	19.6	12.9	16.8
Social Studies	2.5	4.5	3.4
Human Relations, Social Skills	2.9	6.0	4.2
Foreign Language	2.9	4.0	3.4
Science	8.0	11.9	9.7
Mathematics	11.3	8.5	10.1
Business Education	2.2	1.0	1.7
Industrial Arts	-	-	-
Home Economics	-	.5	.2
Health and Safety	-	-	-
Physical Education	-	-	-
Fine Arts	.4	1.0	.6
Drivers Education	-	-	-
Study Skills	23.6	19.4	21.8
Vocational Courses	.4	-	.2
Practical Skills and Preparation for Life	2.5	2.5	2.5
Extra-Curricular Activities	-	-	-
Maturity	9.1	18.4	13.0
Everything, General Abilities	6.5	3.0	5.0
Other	8.0	6.5	7.5
TOTAL number of College Students reporting on lack of preparation	213	149	362

* Only as many as three responses are included for any one person.

career groups appeared to have a greater consistency between occupation expected in 1960 and current occupation. For men the career group with the most consistency was general labor, community and public service, with 24% of those who expected such a career currently employed in that career grouping. The other career groups showing some consistency were mechanics and industrial trades (22% consistent) and general teaching and social service (20% consistent). For women, only 4 career groups contributed significantly to the consistency percentage. Of those women who, in 1960, expected a career as housewife, 55% were currently in that category. The other three categories with some consistency between expected and current occupation were: secretarial-clerical, office workers (21% consistent), general teaching and social service (17% consistent) and medical and biological sciences (8% consistent). (See Tables 20 and 21).

It is very clear that these students were unrealistic in their career expectations because they lacked understanding of both the education needed for particular jobs and their own level of abilities and interests. In the interview, these people were asked about their understanding as teenagers. Table 22 presents the data from these questions. About 43% of the men and 35% of the women stated that they understood the educational requirements of a job "only slightly well" or "not well at all." Approximately 34.5% of the men and 43% of the women indicated their understanding at the level of "very well" or "well." It should be noted, however, that, in many instances, these people were knowledgeable about only one or two particular careers and not about the entire range of possibilites. In terms of the understanding of their own abilities and interests, 24% of the men and women responded that they understood their own ability and interests "only slightly well" or "not well at all."

At 30 years of age, certainly, these men and women may not be planning to remain in the same job. In fact, many of these people may have altered career plans based on their experiences. In Table 23 appear the responses to the question "What are your long range occupation plans?" At least 31% of the men and 26% of the women indicate that they will stay with the same job. At least 17% of the men and almost 4% of the women say that they plan to move into a supervisory position. Another 5% of the men and women plan to complete their education in order to advance to a supervisory position. Approximately 11% of the men and 15% of the women intend to go into a different career; and, in addition, 6% of the men and 12% of the women plan to get additional education for a career change. For 16% of the men and 2% of the women, their occupational plans involve starting,

TABLE 20

Cross-Tabulation of Occupation Expected in 1960 (as a 15-year-old) and Current Occupation for the 500 Males

(1) Engineering, Physical Science, Mathematics and Architecture
(2) Medical and Biological Sciences
(3) Business Administration
(4) General Teaching and Social Service
(5) Humanities, Law, Social and Behavioral Sciences
(6) Fine Arts, Performing Arts
(7) Technical Jobs
(8) Proprietors, Sales
(9) Mechanics, Industrial Trades
(10) Construction Trades
(11) Secretarial-Clerical, Office Workers
(12) General Labor, Community and Public Service
(13) Housewife
(14) Other (including student and unemployed)
(15) No Response

Occupation Expected in 1960

Current Occupation	(1) E, PS M & A	(2) M, BS	(3) BA	(4) GT & SS	(5) H, L, S, BS	(6) FA & PA	(7) TJ	(8) P, S	(9) M, IT	(10) CT	(11) S-C, OW	(12) GL, C, PS	(13) H	(14) O	(15) NR	TOTAL
(1) E, PS, M & A	15		1									1		1	3	21
(2) M, BS	2	4		1					1			1		1	2	12
(3) BA	23	10	9	2	4	2	3		1			7		6	8	75
(4) GT & SS	8	2	5	6	4				2			1		3	3	34
(5) H, L, S, BS	1	3	1	1											2	8
(6) FA & PA	1			1		1								1		4
(7) TJ	6	2	3	1	1		1					3		1	2	20
(8) P, S	12	4	18	4	3				4	1		6		4	13	69
(9) M, IT	15	5	13	4	2	1			4			10		8	15	77
(10) CT	3	3	4	1	2				2	1	1	4		1	6	28
(11) S-C, OW	2		1		1					1		2		2	1	10
(12) GL, C, PS	14	11	20	9	3	2	2	2	4	3	1	11		9	30	121
(13) H																
(14) O	3	1	6	1	1						1	3		1	3	21
(15) NR																
TOTAL	105	45	81	31	21	6	6	2	18	6	3	49		39	NR	500

TABLE 21

Cross-Tabulation of Occupation Expected in 1960 (as a 15-year-old) and Current Occupation for the 500 Females

(1) Engineering, Physical Science, Mathematics and Architecture
(2) Medical and Biological Sciences
(3) Business Administration
(4) General Teaching and Social Service
(5) Humanities, Law, Social and Behavioral Sciences
(6) Fine Arts, Performing Arts
(7) Technical Jobs
(8) Proprietors, Sales
(9) Mechanics, Industrial Trades
(10) Construction Trades
(11) Secretarial-Clerical, Office Workers
(12) General Labor, Community and Public Service
(13) Housewife
(14) Other (including student and unemployed)
(15) No Response

Current Occupation	Occupation Expected in 1960 (1) E, PS M & A	(2) M, BS	(3) BA	(4) GT & SS	(5) H, L, S, BS	(6) FA & PA	(7) TJ	(8) P, S	(9) M, IT	(10) CT	(11) S-C, OW	(12) GL, C, PS	(13) H	(14) O	(15) NR	TOTAL
(1) E, PS, M & A																
(2) M, BS		6		1							1				1	9
(3) BA				3		1					1		1	1	1	8
(4) GT & SS		6	2	13	3		1				5	1	3	5	4	4
(5) H, L, S, BS	1	1	1													3
(6) FA & PA			1		1	1					1				2	6
(7) TJ	1			1			1				1		2		1	7
(8) P, S		3	2	3							9	2	2	5	5	31
(9) M, IT		2		1							1	1	1			6
(10) CT				1												1
(11) S-C OW	1	10	4	11	6	3					19	5	10	8	6	83
(12) GL, C, PS		11	3	7	3	3					9	2	10	6	13	67
(13) H	5	34	10	36	9	3	2	1			45	11	35	12	23	226
(14) O		1									1	1	2		5	10
(15) NR																
TOTAL	8	74	23	77	22	11	4	1			93	23	66	37	61	500

TABLE 22

Percentages of responses indicating various degrees of understanding as a teenager of educational requirements for a job.

	Male	Female	Total
Very Well	14.7	20.3	17.5
Well	19.8	22.7	21.3
Moderately Well	22.4	22.1	22.3
Only Slightly Well	21.6	18.1	19.9
Not Well At All	21.4	16.7	19.1
No Response	(5)	(3)	(8)
TOTAL number of persons reporting on understanding of educational requirements	495	497	992

Percentages of responses indicating various degrees of understanding as a teenager of of own abilities and interests.

	Male	Female	Total
Very Well	25.3	23.9	24.6
Well	23.4	24.3	23.9
Moderately Well	27.1	27.4	27.2
Only Slightly Well	18.8	18.7	18.8
Not Well At All	5.5	5.6	5.5
No Response	(5)	(3)	(8)
TOTAL number of persons reporting on self-understanding	495	497	992

their own business. About 1% of the men and 10% of the women simply plan to get a job. Finally, it should be noted that 10% of the men and 26% of the women have no long range occupational plans.

TABLE 23

Percentages of persons indicating various long range occupational plans.

	Male	Female	Total
Stay with the same job	31.2	26.3	28.9
Move into supervisory position	17.4	3.6	10.7
Complete education (to move into a supervisory position)	4.5	4.7	4.6
Complete education; get additional education (for a different career)	6.1	11.7	8.8
Go into a different career	10.7	14.9	12.8
Get a job (unspecified)	1.0	9.8	5.3
Start own business	15.6	1.7	8.8
Have none	10.3	25.7	17.9
Other	3.0	1.5	2.3
No response (7)	(30)		(37)
TOTAL number of persons indicating plans	493	470	963

Summary of Findings of the Data Analysis

The analysis of the demographic variables such as race, marital status, etc., indicated that this sample of 30-year-olds is fairly representative of the 30-year-old population. The dimensions of greatest importance to these people involved: health, spouse, job, children, developing maturity, and developing and and using your mind. The sample members appear to be relatively satisfied with their status. The dimensions in which they expressed the greatest satisfaction included: health, spouse, close friends, children, and relationships with relatives. The greatest discrepancies between importance and satisfaction appeared in the dimensions of developing and using your mind, developing maturity, health, spouse and job. All five of these latter areas appear as educational goals for some states; however, the data indicated that greater attention be paid to programs focussed on these goals. These data also revealed that these 30-year-olds rated participation in activities relating to local or national government as lowest in both importance and satisfaction. In contrast, 43 of the 47 states appearing in Table 3 include citizen participation as an educational goal. In this instance, the educational system does not appear to be fulfilling one of its stated goals.

Certainly education has contributed to the lives of these men and women in many different ways. At least 63% of men and 53% of the women have, at age 30, received as much or more education than they expected as a 15-year-old. The educational experiences provided by the high schools were reported as being used by at least some members of the sample. However, the skills reported most frequently were in the areas of mathematics, business education, language arts, home economics, and industrial arts. Furthermore, although most people reported using these skills and information in their job, all the quality of life areas were influenced by high school experiences of some members of the sample. For those who attended college, about 35% of the men and 49% of the women reported a high level of preparation. In particular, these people mentioned being prepared in their general abilities, language arts, mathematics and study skills. In the future, at least 13% of the sample plan to obtain additional education to improve their occupational role in terms of advancement or a different career. Thus, these people plan to improve one aspect of their quality of life through education.

There are, however, some areas in which education could contribute in added ways to the lives of these people. An earlier paragraph in this section indicated some quality of life areas in which educational programs could be improved. In addition, the participants themselves reported several areas in which they needed more educational experiences. In terms of courses that they wished they had had, men reported industrial arts, vocational courses, mathematics and science, while women reported business education, foreign languages and fine arts. Of the men and women who attended college, 24% reported that they were only "slightly prepared" or "not at all prepared" for college. Some of the most frequently mentioned ways in which these college people lacked in their preparation involved language arts, mathematics, study skills, science, and maturity. Finally, the data on occupational expectations and outcome indicated a need for some additional programs in the schools. Only about 13% of the men are in one of the career groups that they chose as 15-year-olds. About 19% of the women are in the same career group that they expected in 1960. The larger percentage for women results mostly from those in the group of housewives. It should be noted that a large percentage of these people now report that, as a teenager, they understood the educational requirements of a job and their own abilities and interests "only slightly well" or "not well at all." Improved programs in the schools would have enabled these students to formulate more realistic goals for their future occupations.

ANALYZING EDUCATION'S CONTRIBUTION TO THE QUALITY OF LIFE OF EACH OF THESE INDIVIDUALS

This study uses well-being or quality of life as the criterion for determining educational experiences and their value for the individual. It analyzes each individual life history separately, in order to isolate the major factors--both positive and negative--which determine his or her present quality of life as compared with what it might be. It is essential to know the relative importance of the various components comprising quality of life to each individual. The study considers the individual's status with regard to the rating of the importance assigned to each of the fifteen components given in the interview; it also considers the individual's actual behavior in the form of activities and choices with regard to these components.

Although information on the quality of life of their parents is not available, the change between the two generations is most dramatic. Just about half of the fathers and somewhat more than half of the mothers of these young people graduated from high school as compared with about 80 to 85 percent of the boys and girls in the present sample who either graduated from high school or got a high school equivalency diploma (GED). About half of them described their family's general financial situation at the time they were growing up as comfortable or better and half said their families had the necessities or less. In contrast, the median earnings in 1974 of those 20-year-olds males who were employed was 13,000 dollars per year. Nearly all of them were employed. It is also clear that in many other ways, including various aspects of personal fulfillment and recreation, these young people are enjoying a better quality of life than their parents.

With respect to many aspects of this improved quality of life, the contribution of education can be easily and directly traced. To understand both the positive and negative contributions and the many opportunities missed, it is essential to read each of these life histories carefully. In exploring the development of practical procedures for evaluating and communicating the significance of these histories, an abstracting method has evolved that enables most of the relevant data from the two

days of Project TALENT testing and the 120-page three-hour interview to be condensed to a four to six page abstract.

Appendix E includes ten abstracts which have recently been completed. There are five males and five females in this group, and most of the geographic areas of the United States are represented. The reading comprehension scores of these TALENT participants cover the full range of possible scores with only one of the ten scoring in the top 20% of all participants.

At this time, 200 such abstracts have been developed and the generalizations that follow are based on the study of this group. The analysis of these 200 abstracts shows very clearly that by far the most important factor inhibiting the personal and educational development of these young people was the failure to assist them in developing goals and plans. Lack of knowledge of their own interests, abilities, and values and the relations of these to the requirements for various types of educational programs and career activities resulted in much wasted time, lack of motivation, and personal frustration.

A careful study of each individual's educational experiences and subsequent history indicates that lack of adequate vocational and educational guidance was an important factor in interfering with the present quality of life of 88 percent of the boys and 75 percent of the girls. In many instances these effects were shown by wasted time in trying many things before finding what they wanted to do. Of course, a sizable number are still searching for the right career for them. Others have given up and are resigned to earning a living in what to them is a meaningless and inadequately rewarded job. In a substantial number of instances they are still unaware of their abilities and potentials and are accepting an occupational role far less satisfying to them than they could have achieved with a better guidance program. Although space prevents documenting each of these individual's problems in this report, the important facts in the development of a few individuals are reported here to illustrate these points.

The first example, whose problems illustrate several of the other educational problems noted in these lives in addition to a lack of adequate vocational guidance is a young man whom we will call Phil Egan. Phil was an only child whose father was a farm owner. Their financial situation was described by Phil as comfortable. Both parents were high school graduates. His father had a drinking problem that led to heated arguments when he was young and his parents separated for three years when he was ten years old. After they ended the separation there was not a drinking problem. Phil took the college preparatory course in high school with some emphasis on agriculture. He did well in high school. His verbal abilities were very high; his mechanical and non-verbal ability scores were high; but his mathematical abilities when tested in the 10th grade with the Project TALENT tests were only a little above average. The Interest Inventory which he took at that time showed that he "liked very much" the activities and occupations associated with Physical Sciences, Engineering, and Mathematics; Biological Sciences; and Farming. He indicated that he "liked fairly well" the fields of Mechanical-Technical Trades; Art; and Business Management.

Phil learned to read before he entered the first grade. He wasted a great deal of time in elementary school going over materials he already knew. He wishes his teachers had given him more advanced materials to study. At home he enjoyed reading an encyclopedia his mother had bought. Phil found high school much more stimulating but feels he was not steered "into the right courses" in high school. He would like to have had more science and mathematics courses. He especially feels now that he would have benefitted greatly from "thumbnail sketches of various occupations . . . what people do so that you can see yourself in one of those roles." Phil was active in sports in high school and was captain of the football team.

He entered college in September 1962 majoring in science and minoring in agriculture. His grades were A's in his major but only C's in his minor. In January 1965 he enlisted in the Air Force after dropping out of college because he was having trouble with mathematics and was disappointed with his own performance. He now says he had no goal with respect to college "but was attending because my parents wanted me to

go. It would have been better if I'd gone into the service first, then on to college." In the service he had courses in electronics and during this time also took a course at a junior college in computers. In the Air Force he was a Flight Simulator Specialist. For most of the time since he left the Air Force in 1968, Phil has been a computer programmer. At the time of the interview he reported he was temporarily unemployed because he had been fired as the scapegoat for a new administrator, but he has had two job offers and plans to accept one of them.

Phil makes about $16,000 per year and wants to complete his college training and get his bachelor's degree so that he can "go beyond middle management." He has no definite plans for this, however. Phil has had a long series of unfortunate experiences with women. He says he would like to be married but in the three years since breaking up with a girl he lived with for three years he has not dated at all because he "didn't feel like getting involved." His socializing with women is confined at present to an occasional luncheon date. He feels that not dating "is detrimental to my cheerfulness and my attitude." It is very important to Phil to continue to develop and use his mind. He is not at all satisfied with his present activities in this regard.

In looking back at his development Phil now feels he was left ill-equipped to meet the social situations he encountered in college and afterwards. He attributes this to the fact that he was raised as an only child in a rural environment, and that his mother selected the girls he could date. He also feels the school did not provide adequate social and family training.

A good 10th grade vocational guidance program could have given him the information on career opportunities and how these relate to the abilities and interests he had developed at that time. He has made inadequate use of his very high verbal abilities and his high mechanical and non-verbal abilities and is in a field for which the principal requirements are mathematical abilities. These were his weakest scores when he was tested in the 10th grade. With clear realistic goals he could have avoided fifteen years of floundering and achieved a much

better quality of life. Although Phil is beginning to think about another type of work, he still does not have goals and plans that can be expected to make effective use of the very high abilities revealed in his Project TALENT tests in the 10th grade.

The current efforts to improve career education and to start this program in the early grades would do much to avoid the type of frustration and wasted effort characteristic of Phil's career history. This career education must, of course, be supplemented by a personal information gathering program which assists the individual in exploring and discovering his interests and abilities.

Another example of a young man whose life was complicated by early home problems but could have been greatly helped by an effective vocational guidance program is James Becker. Jim's father and mother were divorced when he was six months old and he was raised by his father and stepmother. His father had a drinking problem and Jim says "They were always fighting." His father died in 1958 and Jim left high school after finishing the 10th grade in 1960 because he was being shifted around from one set of relatives to another. On the Project TALENT tests in 1960 he scored above average on the two tests of mechanical ability and the quantitative reasoning test. Most of his other scores were somewhat below average. He indicated that he liked the general areas of Public Service and Farming very well; Physical Science, Engineering, and Mathematics and Biological Sciences and Medicine, he liked well; and he liked fairly well Business Management and the Mechanical and Technical trades.

Jim worked as a general laborer hauling trash after leaving high school until he joined the Navy in 1963. In the Navy, Jim served as an air crewman. He doesn't feel he got any useful training in the Navy except for assistance in getting his high school equivalency diploma (GED). After leaving the Navy he went back to his old job and later drove a delivery truck. At the time of the interview he was working as a general laborer repairing the walls of old buildings. Jim has four children and reports his income of about $12,500 meets their family needs only moderately well.

Jim finds it very difficult to get acquainted with people and is not at all satisfied with his present lack of close friends and opportunities to socialize. He has not developed his relatively strong abilities and interests in the mechanical and technical field. If he had been informed of these either in high school or in the service, he could have selected an appropriate career goal and taken some evening courses in this field to prepare himself. Now he has no special skills, no career goals, and no plans.

Maggie Bennett is another example of a young person who could have benefitted from a good program of vocational guidance.

Maggie was an only child. Her father had attended college and her mother had some high school. Although her father's profession is not indicated, Maggie's family was financially comfortable during her childhood, and there were many family activities. Maggie says her father was overbearing. "I think he wanted a boy and then wanted me to act like a lady later."

Maggie was in the college prep curriculum in high school and made A's in Language Arts and B's in her other courses. Her 1960 Project TALENT Interest Inventory showed that she "liked a little" the activities and occupations associated with the literary-linguistic field and farming. Her ability scores were very high in vocabulary and mechanical reasoning, high in creativity, and fairly high in English, reading comprehension, visualization, and arithmetic computation. Her other scores were a little above average.

Maggie enjoyed high school, although she would have liked "programs in agriculture or junior achievement. I would have had more preparation for certain jobs with those skills." Maggie describes herself as a tomboy who competed in academic work during her high school years. Although high school prepared her well for college work, she was not able to make a career choice. She started to major in psychology but "couldn't handle the experimental aspects." She switched to English with a minor in Education at the end of her sophomore year. "I started negatively. I didn't want to stay at school and I also had bad advisors." Maggie liked to write and worked as a reporter for the school newspaper. Her college English

prepared her for her later teaching experience, but she was unhappy with her education courses and felt they gaver her "unrealistic theory." She wanted to get more involved with teachers and practical work. Maggie went on to graduate school and received an M.A. in English. Her graduate training prepared her well for a teaching job she later held in England. The teachers she worked with in England suggested she go for a Ph.D., but she has not pursued this goal.

When Maggie took the 1960 TALENT tests she indicated that she wanted to be a lawyer. She also remembers thinking about veterinary science, the Pease Corps, and being an airplane pilot. "They seemed exciting, they weren't ordinary." But she says that she "knew law was mostly men's work and the Peace Corps required two years--that was too much." She understood the educational requirements for different jobs and her interests and abilities only moderately well. "I knew nothing about vocational training. I had a lot of fantasies concerning particular careers, like being in animal science, and I was unaware of the requirements."

Maggie was an advertising trainee after she finished college. Then she taught high school and adult education in England while her husband was studying there. When she returned to the United States she worked with Head Start and then as a library assistant at a college. She is now an eighth grade English teacher. Her last year in teaching was difficult and Maggie is looking for other options. She would like something more active and with less hours--perhaps teaching physical education or being a newspaper writer. She has also considered going into special education, but she has given up her interest in veterinary science.

Maggie is happily married to an assistant professor of history at a state university. Although they plan children in a year or two, Maggie can't "see myself as a full-time mother." She says she would get bored staying home. She feels her decision to teach was not too bad, but she feels she might have prepared for a different area--"a less status job, maybe gotten involved in social service things."

Maggie is satisfied with her present job only in relation to other teaching positions. It is clear that vocational guidance could have helped

her explore other career possibilities. She needed counseling in choosing her college major, and also feels she would have gained more maturity and confidence by taking a year off between high school and college. She did not have an opportunity to learn about possible jobs and develop her interests in high school. Her high abilities would have ennabled her to pursue a wide variety of fields if she found the activities really interested her. Inadequate counseling led Maggie into the teaching profession; she is still there, while exploring other career possibilities.

A second factor that included by far the largest proportion of positive contributions to the quality of life of these individuals was the quality of the teaching itself. More than 60 percent of both the men and women in this sample reported that one or more teachers made an important special positive contribution to their quality of life. More than 60 percent of the men and nearly 50 percent of the women also reported that one or more teachers made an important negative contribution to their quality of life.

These examinations of the abstracts show that the effects of both good and poor teachers on the quality of life of these students are clearly evident many years after these students have left these teachers' classrooms. Students remember the teachers whose sincere and well-directed efforts developed a lasting interest in good literature, science, mathematics, or some other subject. They also remember with great appreciation those teachers who showed them the value of acquiring specific skills or types of knowledge. They still appreciate those teachers whose understanding of their subject, clear insight, and ability to explain things caused the students to learn in spite of themselves. Finally, they respect and appreciate even more in retrospect, those teachers who were hard taskmasters and who insisted on each student working and learning and took the trouble to review the work of all students and correct their errors.

The qualities of these teachers that young people cited as characteristics which caused them to learn less than they should about specific subjects, and in some cases lose interest in education in general, were a lack of subject knowledge or inability to communicate knowledge, a boring approach (e.g. reading the text or from notes), arbitrary or excessive

assignments, or a lack of control of the class. The factors which appear to have the most permanent negative effect on the students' progress were a lack of interest in teaching and a lack of respect for students--an attitude of "looking down on them."

One of the many students who was deeply influenced by an outstanding teacher was Myron Berstein. He was a 10th grade student in a metropolitan school system in a Mid-Atlantic city in 1960. His father had gone through the 10th grade and then quit school, and his mother had a high school diploma. Myron's scores on the abilities tests were average with the exception of his mechanical scores which were somewhat low. In high school he got A's and B's, and C's in Mathematics, Industrial Arts, and Physical Education. He found elementary shcool and high school interesting. He was impressed with the high school teachers and thought they were personable and made an effort to answer the students' questions. Myron was very much impressed by a social studies teacher he had who had a very good overall knowledge and could explain things so that all the students understood. He was also able to lead good discussions. Myron reports that it was this teacher that inspired him to become a teacher. After high school Myron entered a university where he majored in history and minored in education. He graduated with a B.A. in 1966 and then attended another university where he worked on a Master's degree. Myron enjoys his teaching very much. He teaches 11th and 12th grade students American and world history. He likes the school because the kids are of different nationality backgrounds and they live together and get along well. He feels the kids "are interested in solutions, they keep you young."

A student who didn't fare so well in his set of teachers was James Downing. He was a ninth grader in a small rural high school in the Midwest when he participated in Project TALENT in 1960. He had above average scores on the verbal portion of the abilities tests, high scores on the practical-mechanical tests, and a high score on the quantitative reasoning test, and was clearly able to go on to college. In junior high school James had two teachers that related well to the class and that he enjoyed having. They both had a good sense of humor and could laugh at things with the class. He had one particularly ineffective teacher whose "constant assertion of his own abilities over everyone else" made him a poor instructor. In the eighth

grade this teacher held him back a year because "I bucked the system. Told the teacher . . . what I thought of him and he flunked me and it wasn't because of my inability to handle the work." Jim wasted the next year, going over material he had already mastered. He did report that this experience was helpful to him because it gave him a different perspective on how to approach people and problems. "Not to give up my own ideas, but to go about them in . . . a way so . . . as not to have to conflict with others." James reported that he learned much less than he could have in high school. James has held about four different jobs since graduating from high school. He now works as a serviceman technician for a large department store. He also works for himself, installing antennas and doing TV repair. He says he does this work for additional income and to keep busy.

It seems unfortunate that he did not go to college. He had a chance for a scholarship offered by a large motor company but turned it down because he says he couldn't justify that much time in school. Although his desire to get married may have been a major factor, it also seems that his having already spent an extra year repeating the 8th grade may have been an important determiner. Thus the pettiness and meanness of one teacher has reduced his quality of life very significantly.

Another young man who was influenced by teachers in a somewhat different way was George Florez, a Chicano student who was in the ninth grade at a Rocky Mountain-Plains state school when he participated in Project TALENT in 1960. His scores on the abilities tests were mostly average, with a high score in visualization and an above average vocabulary score. had several bad experiences with teachers. In elementary school, he reports that the teachers were bigoted and insensitive to minority students in the class. Partly because of this experience he decided to become a teacher. In high school he enrolled in a college preparatory course and about the 11th grade decided he really wanted to go to the university, so he began applying himself to his studies. He reports that one of his teachers hassled him a lot about being in the college preparatory course. This teacher wanted him to learn a skill and said he couldn't afford college and that he would not be able to do college work.

George entered college after graduating from high school and majored in elementary education. His schooling was interrupted by the military draft. He returned after two years, and finished school. Finances were a major problem, but with the help of his parents, the GI bill, and many part-time jobs, he was able to finance his college study. He spent a summer each at two different universities, taking some cultural awareness courses. From these experiences he has learned about different types of people and is able to understand better how white people feel and why they act as they do. He is also able to understand himself better. Since September of 1973 he has been an intermediate teacher in the city school system where he had gone to school. He teaches all subjects and music. He feels he is able to give more attention to individuals and has an opportunity to help minority students. It is very important to him to help, teach, and care for children.

A third aspect of education that had a large effect on the present quality of life of these young people was the lockstep educational program that most of them were in as opposed to the needed individualization. This was reflected in countless hours of time wasted for a large number of students on exposure to materials they were not ready to learn. Many others were required to read, solve problems, or listen to materials relating to things they already knew well. A few others were pushed so far ahead of their age group that their personal, social, and emotional development was seriously impaired.

About 65 percent of both the boys and the girls' educational experiences indicated that their education would have been greatly improved by a more individualized approach. There were between 20 and 25 percent of both groups whose education was markedly helped by the efforts of a teacher or school to meet their individual needs by circumventing the lockstep system.

An example of a girl who greatly benefitted from special help with a speech problem but needed a more individualized approach to developing the basic academic skills was Dorothy Galloway. She was a tenth grader in a Northeastern state when she participated in Project TALENT in 1960. She attended a large high school in a large town. Dorothy's father died in 1961 and her mother, who was an alcoholic,

"just took off." Dorothy married six months after the death of her father and raised her two younger brothers and younger sister. When her father was still alive, her parents got along only slightly well. Her mother drank a lot and left most of the homemaking chores to Dorothy. Dorothy says, "I resented [mother] being an alcoholic because I never had a childhood. I had to come home to see that the clothes were clean, and to cook and so on."

When Dorothy entered elementary school she had some special problems that needed individual attention. She had a hearing problem and a speech impediment also. She was given special help in speech classes and was tested for hearing problems. She reported, "The classes helped me immensely. They helped me to learn better pronunciation. They also sent me to a special school in a nearby big city to learn how to lipread when I was about six years old." She had a corrective hearing operation and was absent a total of about 80 days in the second and fourth grades due to this problem.

She entered high school in September of 1958. In school she felt very confident about knowing what was being taught but her scores on the abilities tests in mathematics and English were somewhat low. They were a little below average in reading and average on the non-verbal tests. She had to repeat the tenth grade. Clearly she needed to have her abilities and information measured to indicate what she really knew and what she just thought she knew. When she left school to marry in December of 1960, she had relatively low grades. She is very happily married now, and spends her time as a housewife, and a part-time cocktail waitress. She enjoys her work. She got some special help with her speech and hearing problems but is seems clear that she would have benefitted from a more individualized approach to her education.

An example of a boy who badly needed an individualized approach to education and was given little or no help was Samuel Pickett. He was a Black student in a small rural school in the Appalachian states in 1959. By the time of the TALENT testing he had dropped out of school. His scores on several of the abilities tests were very low. However, his score on the creativity test was only a little below average and on the visualization test his score was only somewhat low. Sam found elementary and junior high school to be moderately interesting--his involvement in

the Boy Scouts caused him "to like going to school, otherwise I would have quit earlier than I did." Sam had difficulty in the areas of writing, reading, and speech. He was embarassed because he couldn't pronounce hard words, and the students laughed at him. He also had a speech impediment and was never given any special help to correct the problem. "I stutter a little when I am nervous," he reports. Sam needed some individual attention which he was never given. He says, "In language arts and math my teachers would always take my paper before I would finish. I was not dumb. My speed was just slower than my classmates." His high school experience was much the same as his elementary school years had been. He reports that the skills learned in industrial arts have helped him since, but that he would have liked to learn mechanics, and has now forgotten the English and math that he once knew. Sam left school for about six months when he was in the 8th grade. His reasons for leaving: "I did not have the proper clothes to wear. My teacher would not spend any time with me. I was not learning anything of interest." He returned for a few months and then left school to go to work in June of 1960. He never returned nor did he receive a GED. Sam now works as a mechanic, repairing all sorts of machines and motors in a private company. He plans to continue with his work. It is clear that his speech impediment and being laughed at by the other children produced problems in reading that he needed individual assignments to overcome. Much of his time in school was wasted because the materials were too advanced for him.

Another example of a student that needed a more individualized approach was Nora Evans. She was in the eighth grade when she participated in Project TALENT in 1960. She was attending a medium-sized public high school in a large Midwestern City. Her father graduated from a four-year college and her mother completed high school. Nora's relationship with her family is very important to her, and she feels that they have always been a close family. On the abilities tests in high school her reading and mathematics scores were somewhat low but her visualization score was only a little below average. Nora found elementary and junior high school moderately interesting. She did not like English, and she had difficulty in various areas because she was a slow reader. For this reason, she took special reading classes in elementary school. However, even after the classes, she was often unable to spend enough time on a topic to learn it,

particularly when asked to study it in class just before reciting on it. She had one very ineffective teacher in the third grade who "picked on me because I was left-handed." Many teachers tried to make her right-handed. Nora was held back in the eighth grade and found this only slightly helpful. Nora graduated from high school in 1964. She is presently working as an office reproduction clerk and is satisfied with her job. The lockstep education program that Nora was in was detrimental to her in several small ways. She needed some special help with her reading other than the classes she took in elementary school. This handicap kept her behind her peers all through her school years. She should never have been punished because she was left-handed, but given special help to adapt to this genetic trait. She reports that being given more time in learn things each day rather than being held back would have been much more helpful to her. It seems likely that if Nora had been in an individualized education program she might have been able to develop her abilities to a significantly higher level than was possible under the lockstep program she experienced.

An example of a young woman whose quality of life is much lower than it should be because of the school's failure to give her problems some individual attention was Miriam Martinez. She was a Mexican-American student in a small public school in the ninth grade when she participated in the Project TALENT survey. Miriam's verbal scores were a little below average, her non-verbal scores were somewhat low, and her mathematics scores were very low. In high school Miriam found her studies interesting at first. But she later began to lose interest. She said, "It was too hard. Also, I had a vision problem, and didn't have glasses. I gave up. What they wrote on the blackboard, I couldn't see." She often had too little time to learn a subject. Miriam feels she learned much less in high school than she could have. Miriam feels she uses everything she learned in high school and would like to have learned much more. She left high school in the ninth grade. Miriam is now married and has four children. She and her husband argue almost all the time. She reports that, "my husband is never home." Miriam left her husband at one time and wishes she had not had to return. She feels if she had been able to stay in school she would be able to support herself and her children. She feels she must always think of

the children first and although she would like to leave her husband, she is happy she had the children. Miriam says of education, "if education doesn't do it, I don't know what will. That's about all you can get, and if you don't get it, you are nothing, like I am. If you have education, you don't have to take anything from anybody." If Miriam's vision problem and been caught and taken care of in high school, she might not have lost interest and quit. If she had had the proper individualized attention, she might have stayed in school and changed the pattern of her life. She obviously feels that education chould have greatly improved her present quality of life.

An example of a young man who feels he was moved ahead too fast for his social development is the following. Dave Faulkner was a high school senior in a west coast town at the time of the TALENT testing. His scores on the abilities tests were all very high with the exception of the visualization score which was high. In elementary school Dave was usually bored with his current grade level and found things interesting only when his teacher would take time to find something complicated for him to do. He skipped two grades in elementary school and was often at different levels with different subjects. Dave feels he moved so quickly through school because he lived with his grandmother when he was little, and being a retired school teacher, she enjoyed teaching him things. However, he feels skipping grades destroyed him socially. He was physically under-developed for his school group and had a hard time joining them in athletic or social activities. He was also unhappy with the fact that he had no relationship with girls because of his age. Since he had little need to study in order to keep up with his schoolwork, he never learned good study habits. He felt like he wasted a lot of time in college because he didn't know how to study effectively. Because of his own experience, Dave now suggests that bright children be accelerated in schools by individualizing their studies but remain for social activities and sports with their age group. The lockstep program of education which Dave was a part of did not take into consideration his emotional and social progress, and as a result, he suffered through most of his school years.

The fourth factor contrasts the educational subjects the student studied with those that would have given him the best quality of life at present. Many students wish they could have spent time on subjects more closely related to their interests and present activities. They feel much time was poorly spent on topics that neither interested them, appeared to have value for them, nor would be used by them enough to remember even a few years later. On the other hand either the school did not offer or the student did not take courses that would make a significant improvement in the student's current quality of life. The most frequently mentioned courses that the male students now wish they had had in high school are industrial arts and vocational courses such as auto repair or welding. They also wish they had had more science and mathematics courses. The female students wish they had taken business education, fine arts, and foreign langugage courses. There are also a number of both boys and girls who report they courses in sex education, marriage, and family management would have been very helpful.

About 64 percent of the men and 78 percent of the women would have benefitted very greatly from specific additional courses in high school. A little more than 20 percent of both the men and the women appear to have been greatly aided by having taken a particular subject.

An example of a young man who would have profited greatly from some different courses in high school was Gary Sheppard. He was a white student in the ninth grade in a Southeastern state when he participated in Project TALENT in 1960. His father had completed second grade as a youngster and then had worked in a mill as a laborer until he retired. In high school, Gary was enrolled in a general education course. His scores on the abilities test were mostly about average. His scores were a little higher on the mechanical and non-verbal tests than on the verbal or mathematical tests. He says now that "the only thing [he] ever thought about being was a high school coach [because of his] love for sports and kids." He thought he would need just a "general education" for this career. Now he reports that he understood the educational requirements for jobs only slightly well. He wishes he had had courses in auto mechanics, welding, etc. "I think it would have given me mechanical training," he reported. "Most high school graduates do that kind of work." "The high schools teach

math and English, but job tests were mechanical, like a coordination test, and we never saw that. Things on jobs are not related to school training." Gary now works in a paper mill doing repair work on anything that breaks down. He has learned all his skills on the job, mainly the "interior workings of machinery." Gary's quality of life would have been greatly enriched if he had been able to choose from a wider variety of subjects and take some vocational courses. He would have been better prepared to make a career choice, and better prepared for his present job.

Larry Schiller is another student who could have benefited from a wider variety of school subjects. He was enrolled in a general education and industrial arts course in high school in a northern Midwest state in 1960. During high school he feels that he understood his own abilities and interests as well as the educational requirements for jobs only slightly well. After high school he held a series of about five full-time jobs and several part-time jobs within a period of six years. In May of 1968 he got his present job as a mechanic for an elevator company. The skills necessary for his job came from some help his grandfather gave him and some on-the-job training. He has this to report about his high school experience, "I didn't get anything out of school academically. . . [some] city schools have everything a kid could want. But I learned everything I know by skipping school and working in the garage."

Another very similar example is that of Joe Flynn who was in the 10th grade at the time of the 1960 TALENT study. He was enrolled in a general course in his Midwestern high school with emphasis on industrial arts and language arts. Joe reports that his level of interest was pretty low all through high school. After school Joe spent a lot of time working on his car and driving it around. He wishes that he had had the opportunity to study auto mechanics in high school. He says, "I think it would have made it easier to be a mechanic. I started changing tires and learned most of the skills on my own. If there had been more training it would have been easier." He indicated that as a teenager he thought about being an auto mechanic because he always was fascinated by car engines and racing. He entered the service shortly after high school and was discharged in 1967. Since that time he has held about six different jobs, most of them as an

auto mechanic. If Joe had had an opportunity to get some auto mechanics training in high school, his job history might have been significantly different.

The next example is typical of a large number of both boys and girls who believe they would have benefitted from high school courses on marriage and family relations. Henry Irvine was enrolled in a college preparatory course in a small public high school in a Southeastern state. Most of his scores on the abilities tests were a little above average, and his grades in high school were excellent. After graduation he attended a private college for a year and then got married in 1963. He is now divorced and says, "I wanted to get married and I didn't really consider the future or plan for it." He wishes that in high school he had studied family relations, psychology, and public relations, and feels that this might have helped him avoid a divorce. With a little guidance in high school, Henry might have been steered into some courses which would have greatly improved the quality of his life with respect to his marriage.

The final factor is a general one, but was especially critical in the lives of a small portion of the total group. This is the contribution to their personal, social, and emotional development provided by those teachers and counsellors who took a personal interest in them and their problems. Although most students can be helped by such personal interest, counselling, and support, there is a significant number that have special problems of adjusting to a broken home, incompatible parents, an alcoholic parent, a sick sibling or parent, a speech impediment, a physical handicap, or some other disruptive home situation. These students are greatly in need of understanding, counsel, and support. Some are helped by teachers and other school personnel who are sympathetic and supportive. Others are ignored or their difficulties exacerbated by "teachers" who "are only doing it for the money."

This factor was judged to have been critical in about 35 percent of the cases of both men and women whose quality of life was seriously harmed by failure to get needed personal, social, and emotional support. On the other hand, it was noted that 5 percent of the men and 8 percent of the women did benefit significantly from receiving just such support.

An example of a student needing such understanding and support was Chuck Ecklund who was a ninth grade student in a Southcentral state when he participated in Project TALENT in 1960. He had some rather serious home problems while he was growing up. His father had a drinking problem that Chuck's mother could not tolerate. His parents rarely agreed on anything, and Chuck was largely ignored by his father, who favored an older brother. Chuck had difficulty with speech all during school. He was self-conscious about speaking in front of others in a classroom situation. He was given no extra help with this. He later reported that having some dealings with counselors in high school and junior college would have helped him. In light of Chuck's poor home situation, and speech problem, he could have been greatly aided by some sympathetic and supportive personal counselling. At that particular time in his life he needed a teacher or counsellor to take an interest in him and give him a better outlook on life and more security.

Douglas Barnett is another example of a student who needed some help with his personal and emotional development. He was a ninth grade student in a small Midwest high school in 1960. His father had a drinking problem and his parents got along only slightly well. He never did things together with his family. Rarely did his father treat him fairly, but rather was "whipping and cussing me," reports Doug. On the abilities tests he scored a little above average in arithmetic reasoning, and except for a somewhat low score in reading was generally an average student. In spite of this fact, he was held back one grade in elementary school for "not applying himself." He reported that this was not helpful to him. In high school he had no special group of friends, and it was outside of school that he learned to "get along with people." He found his studies moderately interesting in high school, but wishes he had had an opportunity to study heavy equipment operating, and feels he would have been able to get a better job. Because of his poor home situation, Doug would have benefited from some personal counseling and support from concerned school personnel in both elementary and high school.

A student with a similar situation to that of Doug's is Bruce Potter. Bruce was a ninth grader enrolled in a general course of study in a fairly large northern Midwest city high school. His father was an alcoholic and is now in the state hospital for alcoholics. At the time of his high school

experience his parents didn't get along well at all. They rarely did things together as a family. Bruce was only moderately interested in high school. It was not so much school itself that was disinteresting, but his home situation was so bad that he had difficulty attending regularly. When his "old man was straight, I really could get into it," he says. Bruce dropped out of high school after the 11th grade and joined the Air Force. He wishes now that he had finished high school. With a little encouragement from school counselors, Bruce might have stayed and finished school. He also badly needed some help adjusting to his home situation.

These five generalizations with examples do not exhaust the ways in which education could have greatly improved the quality of life of these young people. They do represent the most frequent educational deficiencies noted in a careful review of a representative sample of 200 of these lives. For the most part the needed improvements are neither very difficult or very expensive. The conclusions in these five problem areas are summarized briefly below.

Vocational guidance was badly needed by these students and rarely adequate. It was judged to have been seriously inadequate for 88 percent of the boys and 75 percent of the girls. Although it can be hoped that there has been some improvement in the vocational guidance services in the secondary schools since the time these young people were in school, recent information obtained in working with students in secondary schools suggests that much further improvement is needed.

Quality of teaching had an important effect on the present quality of life of many of these students. For the boys good and bad effects were about even. For the girls the good effects clearly outnumbered the bad. With the present oversupply of teachers it should be possible to replace those who the students report are "just doing it for the money" with interested, motivated, and well-trained personnel.

Individualized instruction is clearly a major need throughout the nation's schools. The futility and sham of having students spend time year after year on materials they cannot read or learn from must

be eliminated. This individualization has been achieved in a number of schools and should be mandatory in all schools. It is not intrinsically more expensive but does require some organizational and planning changes in many schools.

The curriculum available to these students is in many instances inappropriate and inadequate. The non-college bound students in many instances did not get the courses that would have been most valuable in improving their present quality of life. In some instances courses such as industrial arts or auto repair might add to per pupil costs. In other instances, courses in marriage and family problems could be added without appreciable changes in costs.

Personal support and counseling concerning personal, social, and emotional problems was a critical need for more than a third of these students. Very few of them obtained appropriate help. Perhaps better training in some of the principles of emotional development for the teachers and ready accessibility of professional help would make an important contribution to the quality of life of many of these students.

IMPLICATIONS FOR EDUCATION AND FURTHER STUDY

The appropriate education of its citizens is one of the most important functions of any society. Philosophers and educational leaders have been concerned with the problem of "what knowledge is of most worth" throughout the history of the educational enterprise. In twentieth century America, universal education is becoming a reality. Even within the short time span from one generation to the next, the education of the children is found to exceed that of the parents to a marked degree.

Whereas 80 to 85 percent of the groups, who were 15-year-olds in 1960, have at least a high school diploma or its equivalent, only 50 to 60 percent of their parents had this much education. Similarly, 20 to 25 percent of today's 30-year-olds have a four-year college degree as compared with 10 to 15 percent of their parents. There are also 15 percent more of these 30-year-olds compared to their parents who attended college for less than four years.

A comprehensive evaluation of how well educational programs are meeting the needs of students is critical at this time, because of these changes in the numbers and types of persons in secondary and advanced levels of education. The objective of the survey study, undertaken as a part of the National Institute of Education's Field Initiated Studies Program, was to find some tentative answers to this question.

The design of the study included several unique features intended to increase both the validity and the practical applicability of the results. The first of these features was to establish an empirical framework for evaluating the effectiveness of an individual's educational experiences. This was accomplished by using the critical incident technique to formulate a set of categories that include all aspects of activities and experiences that define the quality of life of Americans.

The second distinctive feature of this study was to utilize the participants in the Project TALENT national survey in 1960 to provide a longitudinal perspective on the individuals studied.

The third feature was to select a nationally representative sample of persons who were 15-year-olds in 1960. Many evaluative studies of education have been restricted to narrow geographical areas, or to groups having special problems or receiving specific treatment. These study groups have not been representative of the entire national population. A truly representative sample of all 15-year-olds makes possible a look at the effects of the educational system as a whole on all types of people.

The fourth feature was the adoption of the 30-year-olds' quality of life and their performance in present roles as the criteria against which to evaluate the effectiveness of their educational experiences. Some studies of the value of education have employed criteria like present salary as a measure of the success of the educational program. The analyses in the present study were based on evaluating the extent to which each individual had been assisted in discovering and developing his unique potentials to achieve for him as high a quality of life as possible.

The fifth and final feature came as a direct requirement of the previous points. This was the decision to carry out the major analyses of the study using the individual as the unit. The development of the individual is the principal outcome of educational programs. For various individuals, the factors important to their quality of life differ. To determine education's value for a particular person, it is essential to give most weight to the factors of most importance to that individual. This cannot be done by getting averages for the total group on specific factors.

To implement the study to include the five features mentioned above, a representative sample was drawn from all living persons who were 15-year-olds in 1960 at the time of the Project TALENT national survey. Most of these persons were found, and they agreed to participate in a three-hour interview to supplement and bring up to date the data on their life history already in the Project TALENT files.

This interview included questions on their parents, brothers and sisters, and early family life; their experiences in elementary school, junior high, high school, and other training and educational institutions; their personal and social activities in high school; their work history; their marital history; their economic situation; their health status; their leisure time activities; their present evaluation of educational experiences; their major problems, successes and failures; and their plans for the future.

Generally, these 1000 persons were in grades ranging from second to twelfth in 1960. Some had already left school. They were found and interviewed at ages 29 or 30 all over the country with a few scattered in various parts of the rest of the world. The few who refused to participate in the interview and the very small number who could not be found were replaced with previously selected alternates who were similar with respect to such variables as geographical location at time of testing, grade placement, socio-economic status of their parents in 1960, and score on the reading comprehension test given at that time. The resulting group is believed to be the most nationally representative sample of a single-age group that has been obtained for survey purposes.

This study shows that the present quality of life of 30-year-olds in America is quite good. The three factors rated as very important or important to more than 90 percent of these young people were health, spouse and job, in that order. The percentages reporting that they were very satisfied or satisfied with their quality of life in these factors were 86, 82, and 79 percent, respectively. Using the same scale values, the three factors rated next in importance by this group were children (88 percent), developing a mature personal understanding of life (88 percent), and intellectual development (84 percent). The percentages reporting that they were satisfied or very satisfied with their quality of life in these factors were 82, 72, and 54 percent, respectively. The factors important to these young people's quality of life, that they are least satisfied with, are intellectual development and developing a mature personal understanding of life. There is need for improvement on

many of the factors, but these figures and those on the factors rated as less important suggest that most of the group are satisfied with the most important factors in their quality of life.

Because the analysis and interpretation of education's contribution to the quality of life of each of these individuals is of great importance, plans have been made to continue to study these lives over a period of time. This program will involve a panel or panels of some of the leading experts in educational planning. Although at least five major problem areas have been defined quite clearly, it is anticipated that, with the assistance of these experts, some other deficiencies may be identified. With the help of this group, specific plans for the improvement of education in various areas will be developed.

The five defined problem areas are reported briefly here. Of course the detailed definition of these problems is contained in the four- to six-page developmental abstracts that are being developed for each of the 1000 participants.

Vocational guidance was badly needed by these students and rarely adequate. It was judged to have been seriously inadequate for 88 percent of the boys and 75 percent of the girls. Although it can be hoped that there has been some improvement in the vocational guidance services in the secondary schools since the time these young people were in school, recent information obtained in working with students in secondary schools suggests that much further improvement is needed.

Quality of teaching had an important effect on the present quality of life of many of these students. For the boys, good and bad effects were about even. For the girls, the good effects clearly outnumbered the bad. With the present oversupply of teachers it should be possible to replace those who, the students report, are "just doing it for the money" with interested, motivated, and well-trained personnel.

Individualized instruction is clearly a major need throughout the nation's schools. The futility and sham of having students spend time, year after year, on materials they cannot read or learn from, or,

for some others, on materials they already know, must be eliminated. This individualization has been achieved in a number of schools and should be mandatory in all schools. It is not intrinsically more expensive, but does require some organizational and planning changes in many schools.

The curriculum available to these students is, in many instances, inappropriate and inadequate. Often, non-college bound students did not get the courses that would have been most valuable in improving their present quality of life. In some cases, courses such as industrial arts or auto repair might add to per-pupil costs. In other instances, courses in marriage or family problems could be added without appreciable changes in costs.

Personal support and counseling concerning personal, social, and emotional problems was a critical need for more than a third of these students. Very few of them obtained appropriate help. Better teacher training in some of the principles of emotional development and ready accessibility of professional help would make an important contribution to the quality of life of many of these students.

It should be emphasized that the individual life histories of these young adults make it possible to study the educational needs of many sub-groups. It is also possible to test proposed solutions against the detailed experiences of all of the specific individuals having similar problems. In this way, reasonable estimates can be made of the effects of a particular solution on each individual. It is anticipated that these uses of the data will lead to important improvements in the nation's educational programs.

An Empirical Study
to
Aid in Formulating Educational Goals

Appendices A, B, C, D, E, F and G

John C. Flanagan
Darlene Russ-Eft

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APPENDICES

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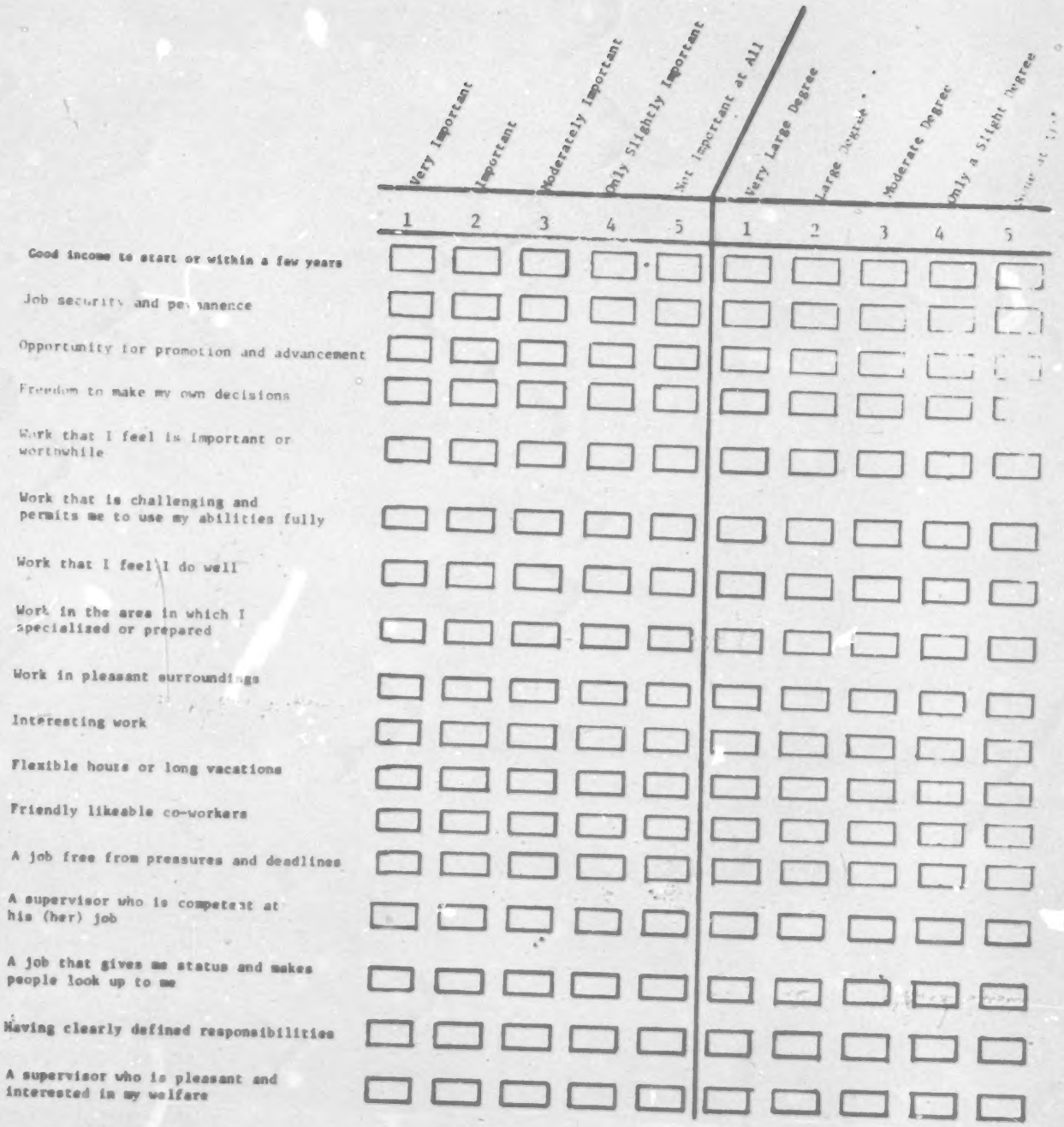
APPENDIX A

Description of the Job Satisfaction Scale

The particular factors actually included and the overall job satisfaction ratings are shown below. An initial set of factors was compiled on the basis of existing lists such as those used in the Project TALENT 11-year follow-up questionnaires or Herzberg's job satisfaction factors developed through the collection of critical incidents of satisfying and unsatisfying job experiences (Herzberg, 1966). This preliminary list was tried out on approximately 100 individuals -- 50 before and 50 after some modifications in the list.* Factors were eliminated or reworded so as to obtain items which would show the most correlation with overall job satisfaction as rated by each of these tryout individuals. During the course of this development, the descriptions of the rating scale points were also refined. In the final version each respondent was asked to rate the importance and amount of various factors.

* These tryouts were conducted by Ms. Fran Stancavage as a special research project for a course in Educational Measurement and Evaluation. They were not supported by funds from this contract.


Very Important
Important
Moderately Important
Only Slightly Important
Not Important at All
Very Large Degree
Large Degree
Moderate Degree
Only a Slight Degree
1 2 3 4 5
1 2 3 4 5
Good income to start or within a few years
Job security and permanence
Opportunity for promotion and advancement
Freedom to make my own decisions
Work that I feel is important or worthwhile
Work that is challenging and permits me to use my abilities fully
Work that I feel I do well
Work in the area in which I specialized or prepared
Work in pleasant surroundings
Interesting work
Flexible hours or long vacations
Friendly likeable co-workers
A job free from pressures and deadlines
A supervisor who is competent at his (her) job
A job that gives me status and makes people look up to me
Having clearly defined responsibilities
A supervisor who is pleasant and interested in my welfare

APPENDIX B

An Example of a Case who was Never Located.

S was a participant in Project TALENT in 1960 while at a county home for delinquent boys. Initially, the counseling office of the detention home referred us to the county court files to help determine S's current location. Although S had been on the court records, his file had been destroyed when he legally came of age in 1962. Current telephone directories were then checked for S's surname in the city where he lived in 1960. Three listings were found, none of which turned out to belong to people related to S. Listings with similar names were then tried, again with no results. S's 1960 address was not currently listed with the Chamber of Commerce, and although neighbors were contacted by telephone, none were able to provide information concerning S's family or the landlord of the residence. A more recent address of S was located through the Department of Motor Vehicles. Although a current resident of this address remembered someone by S's name having lived there several years before, she could provide no information as to where he had moved. The Retail Credit Agency was then contacted in the city of S's 1960 address. The Department of Motor Vehicles provided S's most recent address which turned out to be that of his sister and used by S as a mailing address only. S's sister moved from this address in 1972 and had two more addresses after that. She had moved frequently in the past three years and had been placed on probation on two separate occasions for criminal convictions. She moved once again three months prior to the Retail Credit Agency's visit. With no current information available on S's sister or parents, and no other clue as to his whereabouts, the search was terminated.

APPENDIX C

An Example of a Case who Refused to Participate.

The interviewer, a graduate student in clinical psychology, went to the address on the contact card, since the phone number was unlisted. It was a secluded location with an abundance of "no trespassing" signs. S was not at this address. A relative said he would give him a message but would not give out any information about him and was very suspicious. The interviewer left his phone number and stressed the importance of contact. S later called the interviewer. He now lives elsewhere in the state, and the original address is a summer cottage. S confirmed the birth date on the card and listened to the description of the project and the follow-up interview. He was reticent and warned the interviewer not to give out his unlisted phone number that he had left for the interviewer. After checking with his wife, S refused to do the interview. He said that he did not have time, but the impression was that he was unwilling and that his wife had discouraged him. The interviewer asked him to think about it and emphasized the importance of his participation, as well as asking him to call within a week if he changed his mind. S reiterated his refusal and did not call back.

APPENDIX D

The Distribution of Responses in the Final Sample of 1000 Project TALENT Participants as to the Importance of the 15 Components to their Quality of Life.

Component		Very Import.	Import.	Mod. Import.	Only Slight. Import.	Not Import. At All	No Response
PHYSICAL AND MATERIAL WELL-BEING							
A. Material comforts - things like a desirable home, good food, possessions, conveniences, an increasing income, and security for the future.	Total	421	349	163	47	13	7
	Male	234	166	73	19	5	3
	Female	187	183	90	28	8	4
B. Physical and mental health - to be physically fit and vigorous, to be free from anxiety and distress, and to avoid bodily harm.	Total	840	128	14	0	4	14
	Male	416	67	9	0	1	7
	Female	424	61	5	0	3	7
RELATIONS WITH OTHER PEOPLE							
C. Relationships with your parents, brothers, sisters, and other relatives - things like communicating, visiting, understanding, doing things, and helping and being helped by them.	Total	487	263	149	62	32	7
	Male	194	144	97	42	21	2
	Female	293	119	52	20	11	5
D. Be a parent and help, teach, and care for your children.	Total	690	133	39	30	40	68
	Male	310	76	24	22	29	39
	Female	380	57	15	8	11	29
E. Close relationship with a spouse, boyfriend, girlfriend. Consider things like love, companionship, understanding, appreciation and sexual satisfaction.	Total	686	139	44	8	16	107
	Male	322	85	26	6	11	50
	Female	364	54	18	2	5	57
F. Close friends - sharing activities, interests and views; being accepted, visiting, giving and receiving help, love, trust, support, guidance.	Total	386	354	153	47	44	16
	Male	171	181	83	30	28	7
	Female	215	173	70	17	16	9
SOCIAL, COMMUNITY, AND CIVIC ACTIVITIES							
G. Participate in activities which help or encourage other adults or children. These can be your own efforts or efforts as a member of some church, club, or volunteer group.	Total	318	320	119	121	98	24
	Male	149	141	60	73	63	14
	Female	169	179	59	48	35	10
H. Participation in activities relating to local or national government and public affairs.	Total	207	235	197	172	179	10
	Male	117	116	99	86	80	2
	Female	90	119	98	86	99	8
PERSONAL DEVELOPMENT AND FULFILLMENT							
I. Develop and use your mind through learning, attending school, improving your understanding, or acquiring additional knowledge.	Total	539	285	86	45	27	18
	Male	294	133	37	16	12	8
	Female	245	152	49	29	15	10
J. Develop maturity, insight into your assets and limitations, understanding of the meaning of life, and ability to plan and make decisions on major life activities.	Total	564	300	76	21	21	18
	Male	273	141	49	16	12	9
	Female	291	159	27	5	9	9
K. Work in a job or at home that is interesting, rewarding, worthwhile.	Total	601	263	62	21	13	40
	Male	313	114	30	9	4	30
	Female	288	149	32	12	9	10
L. Express yourself in a creative manner in music, art, writing, photography, practical activities, or in leisure time activities.	Total	254	239	186	157	146	18
	Male	128	107	88	92	78	7
	Female	126	132	98	65	68	11
RECREATION	Total	191	309	273	143	71	13
M. Socializing - meeting other people, doing things with them, and giving or attending parties.	Male	88	152	140	84	33	3
	Female	103	157	133	59	38	10
N. Read, listen to music, or observe sporting events or entertainment.	Total	231	313	282	141	27	6
	Male	99	161	139	67	12	2
	Female	132	152	143	74	15	4
O. Participate in active recreation - such as sports, traveling and sightseeing, playing games, singing, dancing, playing an instrument, acting, and other such activities.	Total	278	292	208	150	90	12
	Male	139	154	104	63	34	6
	Female	109	138	104	87	56	6

The Distribution of Responses in the Final Sample of 1000 Project TALENT Participants as to their Satisfaction with Each of the 15 Components of their Quality of Life

Component		Very Satis.	Satis.	Mod. Satis.	Only Slight. Satis.	Not Satis. At All	No Response
PHYSICAL AND MATERIAL WELL-BEING							
A. Material comforts - things like a desirable home, good food, possessions, conveniences, an increasing income, and security for the future.	Total	343	402	189	37	24	5
	Male	163	205	101	15	12	4
	Female	180	197	88	22	12	1
B. Physical and mental health - to be physically fit and vigorous, to be free from anxiety and distress, and to avoid bodily harm.	Total	465	363	104	20	12	10
	Male	230	196	50	11	8	5
	Female	235	193	54	9	4	5
RELATIONS WITH OTHER PEOPLE							
C. Relationships with your parents, brothers, sisters, and other relatives - things like communicating, visiting, understanding, doing things, and helping and being helped by them.	Total	445	358	124	38	28	7
	Male	191	211	60	17	18	3
	Female	254	147	64	21	10	4
D. Be a parent and help, teach, and care for your children.	Total	431	316	104	25	40	84
	Male	215	145	49	14	27	50
	Female	216	171	55	11	13	34
E. Close relationship with a spouse, boyfriend, girlfriend. Consider things like love, companionship, understanding, appreciation, and sexual satisfaction.	Total	469	263	101	29	28	110
	Male	229	148	43	15	15	50
	Female	240	115	58	14	13	60
F. Close friends - sharing activities, interests, and views; being accepted, visiting, giving and receiving help, love, trust, support, guidance.	Total	346	462	135	30	13	14
	Male	157	246	70	13	9	5
	Female	189	216	65	17	4	9
SOCIAL, COMMUNITY, AND CIVIC ACTIVITIES							
G. Participate in activities which help or encourage other adults or children. These can be your own efforts or efforts as a member of some church, club, or volunteer group.	Total	209	389	209	103	59	31
	Male	91	206	110	48	30	15
	Female	118	183	99	55	29	16
H. Participation in activities relating to local or national government and public affairs.	Total	133	386	231	117	97	36
	Male	63	199	114	62	49	13
	Female	70	187	117	55	48	23
PERSONAL DEVELOPMENT AND FULFILLMENT							
I. Develop and use your mind through learning, attending school, improving your understanding, or acquiring additional knowledge.	Total	148	386	296	110	45	14
	Male	88	198	133	54	19	8
	Female	60	188	163	56	27	6
J. Develop maturity, insight into your assets and limitations, understanding of the meaning of life, and ability to plan and make decisions on major life activities.	Total	224	478	207	48	17	26
	Male	116	242	104	19	6	13
	Female	108	236	103	29	11	13
K. Work in a job or at home that is interesting, rewarding, worthwhile.	Total	399	335	129	40	28	69
	Male	206	158	61	22	14	39
	Female	193	177	68	18	14	30
L. Express yourself in a creative manner in music, art, writing, photography, practical activities, or in leisure time activities.	Total	197	370	261	99	40	33
	Male	91	192	134	42	16	25
	Female	102	178	127	57	24	12
RECREATION							
M. Socializing - meeting other people, doing things with them, and giving or attending parties.	Total	288	438	179	63	20	11
	Male	126	238	91	29	10	4
	Female	162	200	86	33	10	7
N. Read, listen to music, or observe sporting events or entertainment.	Total	261	424	198	63	20	32
	Male	130	216	98	29	11	16
	Female	131	208	100	34	9	16
O. Participate in active recreation - such as sports, traveling and sightseeing, playing games, singing, dancing, playing an instrument, acting, and other such activities.	Total	216	393	224	88	43	36
	Male	119	189	115	45	15	17
	Female	97	204	109	43	28	19

APPENDIX E

Examples of Ten Developmental Abstracts

DEVELOPMENTAL ABSTRACT 114863

NAME: Dona Black SEX: F GRADE: 10 RACE: White

ABILITIES:	Vo	E	R	Cr	MR	Vi	A	QR	M	Co
	12	93	32	10	11	13	13	13	10	43
	6	7	6	6	7	9	8	8	5	7

INTER:	Ph	Bio	Pub	LL	SS	Ar	Mu	Sp	M&F	BM	Sa	Com	OW	MT	ST	Fa	La
	2	1	0	0	14	24	-	11	3	6	2	21	24	0	3	4	4

QUAL LIFE:	MWB	He	Sp	Ch	Rel	Fr	Hlp	Gvt	In	Ma	Oc	Cr	So	AR	FR
RANK IMP:	4	2	1	3	1	1	1	5	2	2	1	2	2	3	1
RANK SAT:	1	2	2	0	2	1	2	2	2	1	1	2	3	5	2

OCCUP: 764, Legal Secretary SALARY: $11,000 EDUC: Some Coll MARITAL: S CHILD: 0T 0
POST HS TRAIN:
HS LOC: Nor East, Urban Mod TYPE: Public SIZE: Medium COURSE: Bus/Commerc
HS GRAD: 62 COLLEGE MAJOR: Secretarial HIGHEST DEGREE: AS ,64
OCCUP: FA- MO-Proprietor EDUC: FA- MO-Some H.S.
CUR LOC: Nor East EARN: $012000A EDUC & DEVL FACTORS: 1B, 2b, 2c, 2C, 3B, 3c, 4b, 4c

Dona Black, a White female, was in the 10th grade of medium-sized public high school located in a Northeastern state when she participated in the 1960 Project Talent Survey. Her high school was in an urban area. When Dona was in high school, her mother worked in catering; she does not know what her father did, since her parents were divorced when Dona was four years old. She is unsure of her parents' education. Both of Dona's parents are now retired. When Dona was young, the family was comfortable, but because of the early divorce, she is not sure how well her parents got along or exactly why they were divorced. She almost all the time did things with her mother, including visiting relatives and going on family picnics. Her mother understood her almost all the time, Dona feels, commenting, "We got along very well." Regarding changes in her relationship with her mother, Dona says, "Presently, I can relate to my mother on a more personal and understanding way. As I grew older, I began to understand myself better and as a result I could relate to my mother in a more 'open' way." She says that the relationship she has with her older brother and sister has progressed much like her relationship with her mother has. Such relationships are very important to Dona, and she is satisfied with the way things are currently.

In high school, Dona studied a business/commercial course of education, receiving A grades in mathematics, B grades in science and business education, and C grades in social studies and physical education. On the Interest inventory, Dona indicated that she was indifferent to art, computation, and office work; she disliked a little literary studies, social services, sports and business management; she disliked very much physical sciences, biology, public services, music, hunting and fishing, sales, mechanical trades, skilled trades, farming, and labor. On the Abilities test, she scored very high in visualization in 3D, high in abstract reasoning and quantitative reasoning, fairly high in English, mechanical reasoning, and computation, a little above average in vocabulary, reading comprehension, and creativity, and average in mathematics.

In general, Dona found elementary and junior high school interesting. She particularly enjoyed doing individual projects in social studies. Dona says that she had trouble reading, due to a "lazy" left eye, and also had problems grasping the abstract concepts of math. She did not, however, receive special help in these areas. In grades one through six, Dona rarely was required to spend time on material that she already knew. She says that she never was unable to spend enough time on a topic in order to learn the material. Dona notes that her sixth grade teacher was particularly inspiring, largely because she had a "warm and caring" attitude toward her pupils. Dona had a female English teacher in junior high school who "turned [her] off to English." In junior high school, Dona was sometimes required to spend time on material that she already knew, and was sometimes unable to spend enough time on a topic in order to learn the material. She had particular trouble with learning grammar, she adds. Dona believes that she might have benefitted from being held back during these years.

Dona feels that high school was interesting for her; she enjoyed business courses in particular. Dona rarely had to spend more time on topics that she needed to learn the material, although she notes that "Business courses were redundant." She sometimes was unable to spend enough time on a topic in order to learn the material; this applied especially to English courses. The business information and secretarial skills which Dona learned in high school have helped her since her graduation, she says, but does not comment further on the situation. Dona wishes that she could have taken a wider range of business-related topics, such things as business relations and business psychology. She feels that these courses would have helped her to understand herself and her colleagues more thoroughly. Dona had an accounting teacher in high school whom she describes as "warm" and "willing to help and never too busy" to give individual help.

As a teenager, Dona was very active on the drill team, and was moderately active as a member of religious-social groups. In her spare time during the week, Dona often worked with her mother at her mother's store, or did some sewing at home. She often went to high school football games on Saturday nights, and also attended dances and other group functions. On Sunday, Dona always went to Mass, and then spend the rest of the day relaxing and visiting her family. During her summer vacations, Dona participated in the activities of a local recreational group which took younger children swimming and to parks. There was a special group with whom Dona went dancing, to parties, and to other social functions. She describes herself as "groupy," adding that she was more interested in group socializing than individual contact. Dona now wishes that she had had more friends, and a few friends with whom she could have been closer and more open. She says that she was very satisfied with her relationships with boys,

commenting, "I could relate to them, enjoyed them, and competed with and against them."

Dona graduated from high school in 1962; she then attended a local community college for two years, receiving credit toward her A.A. degree. She received that degree in 1964. Dona later (1967-1968) took night courses in business from a business college, and then, in 1974, she studied business management and commercial law at a technical institution. Dona feels that she was very well prepared for her college experience, particularly insofar as she had already had certain business courses in high school. While in junior college, and in the later courses she took, Dona majored in business, and concentrated on learning advanced secretarial skills. Her college grades were about C+ level. While in college, Dona took part in the activities of the college's Outing Club, which was responsible for organizing recreational activities, and in the Newman Club, an organization which entertained speakers on topics of religious nature. Eighty per cent of Dona's college expenses were paid by her family, about twenty per cent by her own savings, and the rest by a scholarship. Finances posed no real problem for Dona. She feels that her college experience has met her educational needs moderately well, and she is particularly happy about the skills she learned in her secretarial and business courses. Her experience would have been even more valuable, however, if it had included more practical experience and exposure to the "real world" of business. When asked about her informal learning after graduation from college, Dona replied that she couldn't recall any.

Dona has never been married, but she comments that a broken engagement has helped her decide what kind of mate she would find compatible. Having dated ten to fifteen people, Dona feels that she wants a man who is responsible, intelligent, compassionate, and one who has some of the same interests she has. She would avoid someone who was cold, egotistical, or who "is not aesthetically inclined." There is a man with whom Dona has a special relationship; the man has previously been married, and has completed study for and received a professional degree. Dona's companion has his own law firm, and works full time as the senior partner in that firm. She estimates his income at $5,000 per month. They go out twice a week, Dona says, usually to the theater, to movies, or to dinner. Dona and her companion sometimes argue, most often about problems dealing with personnel policies at the law firm. They understand each other well, Dona feels, and she says that she is very satisfied with other aspects of their relationship. She had no comment when asked about her future plans regarding her companion. Before dating the man she currently sees, Dona had gone out steadily with another man for eighteen months. They broke up, she says, when they finally discovered that they were incompatible. Dona would like to be married; she believes that marriage offers "a lot of security" in terms of money and sexual love. At this time in her life, it is very impor-

tant to Dona to have a close relationship with her companion: "Other individuals are important. I can learn from them, they can learn from me. I can "grow" from these relationships." Dona is satisfied with her present situation in this respect, although she adds, "There are areas of the relationship that I would like to see expanded; I would like to see -- express his feelings more directly and honestly."

When asked about children in the future, Dona replied, "Currently, I cannot foresee this happening." Dona considers parenthood moderately important to her at this time, although she notes, "I am indecisive at the present time but if the right situation arises, it would be very important." Dona did not reply to the question concerning her satisfaction with her present status regarding parenthood.

On the TALENT Survey, Dona had stated her desire and plan to become a secretary/typist. In the interview, she said that, as a teenager, she had been interested in
2B both secretarial work and child psychology. During her teens, Dona had understood the educational requirements of different jobs very well; she had understood her own in-
4c terests and abilities moderately well. She notes that lack of practice and exposure to real secretarial experience made her unsure of her skill in that field.

From June to September, 1963, Dona worked as a secretary in order to earn money for school. From 1964 until now, she has worked as a legal secretary for a private law firm; there was an interim period in 1970 and 1971 during which she worked as an executive secretary for a nearby corporation. She took this position because she believed it a good opportunity for advancement, but left when she became bored by lack of work. In her present position, Dona is responsible for both secretarial and administrative duties. Aspects of her job which Dona considers very important, and the degree to which these are present, are as follows: job security and permanence (very large degree), worthwhile work (very large degree), challenging work (very large degree), work which she does well (large degree), work in an area in which she has specialized (very large degree), work in pleasant surroundings (very large degree), interesting work (very large degree), friendly co-workers (very large degree), competent supervisor (moderate degree), pleasant and concerned supervisor (very large degree). Aspects which are important are good income (large degree), freedom to make her own decisions (only a slight degree), flexible hours (very large degree), and clearly defined responsibilities (large degree). At this time in her life, it is very important for Dona to have interesting and rewarding work. She is very satisfied with her present position, particularly in terms of her co-workers and in terms of other people with whom she comes in contact.

Dona earned $9,000 before deductions in 1973. She expects her earnings to rise to $11,500 in the next year. She also received $175 from interest payments, and has about $2,000 in savings, investments, or bonds. Her present income meets her needs

well, and she adds that she has few, if any, problems with money. Ten years from now, Dona expects her income to total about $17,000. For retirement, she has a pension plan, insurance, social security, savings, and bonds as potential income. She currently lives in a suburban apartment, for which she pays $215/month rent. She notes that she hopes to buy a home in "the next few years." This housing meets her needs very well at present, and she says that she has no complaints about the area, the neighbors, or the landlord. Having material comforts such as a desirable home and good food is moderately important to Dona: "I really don't put much of an emphasis on the material comforts; I am happy with what I have now." She is very satisfied with her present possessions.

Dona was hospitalized in 1958 for hepatitis, but has suffered no long-term effects of the condition. She has no serious physical or mental problems, although she does wear glasses to correct her "lazy" left eye. Dona is concerned, however, with controlling her weight, although she rates her present health as excellent. She has regular checkups, and is covered by major medical insurance; she considers this coverage adequate. Dona smokes seven to twenty cigarettes a day, and she attributes the habit to nervousness and to the pace and pressure of her work. Dona has two drinks or more of wine or liquor once or twice a week. At this time, it is important to her to remain physically and mentally healthy; she comments that she "dislikes being ill." She adds that she really doesn't feel susceptible to injury or illness on her present job. Dona is satisfied with her present health, although she feels that she could use more physical exercise.

In her spare time during the week, Dona draws, sews, or takes care of her plants. On Saturday she works, and then goes out with friends. She sleeps late on Sunday, and then visits her family or attends an antique show. Arts and crafts, such as painting, drawing, and candle making are Dona's hobbies. Dona reads newspapers, and also reads such magazines as Cosmopolitan, Time, Newsweek, Crafts Magazine, and Psychology Today. Dona enjoys watching wildlife programs on television, and also likes to listen to modern music and jazz on record and on the radio. This type of passive recreation is very important to Dona: "It relaxes me. I find this necessary." Dona serves as vice president of her local association of legal secretaries, and is a member of a nearby historical association. She finds the latter activity most interesting; she says that she is very satisfied with her participation in the historical society, and moderately satisfied with her participation in the secretaries association.

Participating in more active forms of recreation, such as games and sports, is moderately important to Dona. She feels that "more organizational types of activities" suit her better. Dona is not satisfied at all with her present schedule of active recreation; she would like to become more active in this respect. The U.S.

system of welfare concerns Dona, as does the U.S. foreign policy of spending money abroad "when we still have so much poverty in the U.S." At present, participation in the affairs of national and local government is not important at all to Dona: "It tends to depress me. I don't feel as though my efforts can do anything." Because she really doesn't have the desire to get involved in this area, Dona says that she is satisfied with her present participation in governmental affairs.

Dona has recently crafted some unique plant holders for the plants in her apartment; she considers creative expression such as this important to her. Although she would like to try new areas of creativity such as macrame and collages, Dona feels that she is satisfied with her present creative activities. Continuing to develop her mind is important to Dona, and she has taken courses in child psychology, Italian, and art. She says that she is satisfied with her present activities in intellectual development. Participating in helpful endeavors is very important to Dona; she states that she enjoys activities which encourage and teach people. Dona is satisfied with her present helpful activities.

Dona was born into the Catholic church; she feels that making "right" or ethical decisions is very important to her. She considers sincerity, integrity, confidentiality, and honesty to be important considerations in making such decisions. At present, it is important to Dona to develop insight into her own assets and limitations. She feels that this understanding is a better way of knowing herself. She is very satisfied with her present maturity in this respect: "I know myself and I know where I am going."

Regarding her social life, Dona says that she goes out ten to fifteen times per month, often to the theater, to sporting events, or out to dinner. Such socializing is important to Dona, because she likes people and finds them interesting. She is moderately satisfied with her present social life, but she feels she could do more if she had more time and opportunity. Dona feels that it is very easy for her to get acquainted with the people she meets; she adds that she has several close friends whom she met through her job. She values her friends because they are "open and honest." Having close friends is very important to Dona; she believes that "everyone needs a close friend, to relate to someone on a close, intimate and honest level." Dona is very satisfied with the number of friends she has.

Dona feels that there have not been any actions or decisions in her life which she feels didn't turn out for the best. She is particularly happy about her choice of employment and about her personal relationships with her friends. Dona feels also that she was unready for the break-up of her engagement, and that maturity and a better understanding of herself and her needs would have made the situation easier. Dona's

goals for the future include knowing herself better and being happy in what she wants to do. She feels, with regard to the education of future generations, that school should develop students "as people." She would like to see more courses in human relations, and more teaching of the "practical aspects" of life.

Comments: Dona would have benefitted from some special attention to her reading problem, since this problem remained with her even into high school. She also would have been able to profit from more vocational experience in high school, since she knew early what her career interests were.

DEVELOPMENTAL ABSTRACT 200203

NAME: Lloyd Bridges SEX: M GRADE: 09 RACE: White

ABILITIES:	Vo	E	R	Cr	MR	Vi	A	QR	M	Co
	7	61	19	7	13	10	7	3	5	32
	3	3	4	5	5	6	4	2	3	6

INTER:	Ph	Bio	Pub	LL	SS	Ar	Mu	Sp	H&P	BM	Sa	Com	OW	MT	ST	Fa	La
	24	23	21	11	19	10	12	26	23	25	30	17	16	35	21	24	18

QUAL LIFE:	MWB	He	Sp	Ch	Rel	Fr	Hlp	Gvt	Ln	Ma	Oc	Cr	So	AE	PP
RANK IMP:	2	1	1	1	2	2	1	3	1	1	2	1	2	4	2
RANK SAT:	1	2	2	2	3	3	3	2	2	2	2	5	4	2	2

OCCUP:813, telephone linnm SALARY:$ 7000 EDUC:HSD or GED MARITAL:M CHILD: 2T 2
POST HS TRAIN:
HS LOC:MidEast, SmallTown TYPE:Public SIZE: medium COURSE: Other
HS GRAD: 63 COLLEGE MAJOR: Not in school HIGHEST DEGREE:
OCCUP: FA-skilled work MO-Proprietor EDUC: FA-HSD MO-Some H.S.
CUP LOC: MidEast EARN:$ 7000 A EDUC & DEVL FACTORS: 1a; 2C,c; 3C,c; 5R

Lloyd Bridges, a White male, was in the ninth grade of a medium-sized, public high school when he participated in the 1960 Project TALENT Survey. He and his one brother and three sisters grew up in a small town in a Middle Eastern state. Lloyd's father left the family when Lloyd was six, and his recollections of his father are sketchy. Lloyd now says that both of his parents are high school graduates, although in 1960 he said that his mother had some high school. He reports that his father was a carpenter and his mother was a waitress, but the 1960 data record his mother's occupation as proprietor. The family was somewhat poor, having the necessities, but this situation grew better as the children left home and started working. Lloyd's parents got along not well at all. His dad "ran around, I think," and they were separated or divorced in "probably 1950." Lloyd was treated fairly almost all the time by his mother,

5c but only rarely by his father: "He didn't like me, I guess. He use to lick me, then lick me for crying." The family did things together almost all the time. At this time, Lloyd's relationship with his family is important; he has seen his father once since he left home and holds no grudges against him, and he is closer to his mother. Lloyd has since become very religious and adds, "There are so many of them (his family) that don't know the Lord and I'd like to lead them to the Lord." He is moderately satisfied with his ties with his family.

In high school, Lloyd followed an industrial arts course of study. He got B's in math and industrial arts, and C's in English, drama, social studies, science, and P.E.. His tested abilities in 1960 were a little above average in visualization in 3D and computation; average in creativity and mechanical reasoning; a little below average in reading comprehension and abstract reasoning; somewhat low in vocabulary, English, and math; and low in quantitative reasoning. On the interest inventory Lloyd indicated he liked very much mechanical trades

and liked fairly well sports, business management, and sales. He was indifferent to physical and biological science, public service, social science, hunting and fishing, computation, office work, skilled trades, farming, and labor. He disliked a little literary topics, art, and music.

Lloyd found elementary and junior high school interesting, but adds that
5B "probably in junior high school I wanted to quit. I don't know why, but my mother encouraged me on; if not for her I would've quit school." He says that the English teacher (presumably in junior high) kept flunking him, but when he
2C went to summer school "they couldn't understand why." The teachers during summer school showed more of an interest in him, and this helped him. In elementary school Lloyd never had too much time on a subject, and rarely was unable to spend enough time on a topic in order to learn it. But he sometimes lacked the necessary time in junior high, and never wasted his time on material he al-
2c ready knew. Lloyd repeated the second grade, but remarks that this was not at all helpful to him - it was just a waste of time.

High school was moderately interesting for Lloyd. He especially enjoyed math and industrial art, and was least interested in English. He remembers that he sometimes had too much as well as too little time in order to learn certain topics. Lloyd thinks he learned somewhat less than he could have, and can think of nothing that he has been able to use since. He wishes he had taken more math courses and studied harder: he feels this would help him get a better job.
3C,c Lloyd had an effective teacher who was able to "get the information across," but also had one "who liked the boys to flirt with her."

During his teens, Lloyd was an officer in the Drama Club and also a member of the student council. Because he worked after school as a bellhop he did not have much time for leisure activities, but occasionally went to ball games on Friday nights or hunting during Saturday. Summers he worked in the evenings. He did "a lot of drinking" and the usual teenage boy pranks with a special group of friends, and was very satisfied with his activities with girls.

Lloyd graduated from high school in 1963 with a C average. He joined the army the next year. His primary assignment while in the service was in transportation and truck driving. He was honorably discharged in November 1966 with the rank of Spec. 4.

Lloyd has had no other schooling or training experience. Informally he has learned how to handle financial matters and accept the responsibility of a family.

Lloyd met his wife in 1970 in a restaurant. She was a waitress at that time, but is not currently employed. She is a high school graduate. He says she got pregnant and this is the main reason he married her, but he seems happy with this decision now. They were married in May 1972. The Bridges go out once every two months or less, mostly to church functions or visiting friends. They understand each other very well, but he acknowledges they rarely argue over money or relatives. It is very important to Lloyd to have a close relationship with his wife, and he is satisfied with all aspects of his marriage. He comments, "I believe it could be better and we are working on that. We discuss things. We now both have to agree on something before we go ahead and do it."

The Bridges have a little girl and a little boy, born in June 1972 and December 1973. Lloyd thinks it is very important to be a good father; he is with his kids almost all the time when he is home. He wants them to be "brought up right and learn to love the Lord." They do not plan on increasing their family. Lloyd is satisfied with his status as a parent.

1a In 1960 Lloyd indicated he wished to become an engineer. He also says he "thought about being a preacher one day," but did not know how to go about becoming one. He understood the educational requirements of different jobs not at all well, and knew his own abilities and interests moderately well.

After his military service, Lloyd took a job as a service station attendant. He quit in 1971 and got a part-time job as a roofer, but went back to working in a service station after about six months of roofing. In 1972 he took a job as a lineman for a telephone company, and is presently employed there. He plans to stay with the telephone company. Lloyd did not have any skills when he took the job and has learned all the necessary abilities while working. Occupational aspects that he considers very important in a job are good income, job security, freedom to make decisions, work that is challenging and in an area of specialization, interesting work, flexible hours or vacations, friendly co-workers, lack of pressures, having clearly defined responsibilities, and a pleasant and competent supervisor. Of these factors, those present to a very large degree in his present job are freedom to make decisions, work that is challenging and in an area of specialization, interesting work, and flexible hours and vacation. Good income is present to a large degree, and job security, friendly co-workers, lack of pressure, and a pleasant supervisor are present to a moderate degree. Only slightly present is a competent supervisor, and having clearly defined responsibilities not at all. Aspects that are important in a

job are opportunity for advancement, work that is worthwhile and that he does well, pleasant surroundings, and status. Of these, work that is worthwhile and that he does well is present to a large degree, status to a moderate degree, opportunity for advancement to only a slight degree, and pleasant surroundings not at all. It is important to Lloyd to have rewarding work and he is satisfied with his situation in this respect.

Lloyd earned $6000 in 1973 and expected to make $7000 in 1974; this meets their financial needs well. He estimates that his annual family income in 1984 will be $10,000. The Bridges rent a trailer in a rural part of town for $81/month. This abode meets their needs well and they are not planning to buy their own home. It is important to Lloyd to have material comforts and he is very satisfied with his present economic condition.

Other than occasional sinus problems, Lloyd has no health problems that bother him, either physical or mental. His health is very good; he does not smoke or drink, has adequate health insurance, but is concerned that he is underweight. It is very important to him to stay healthy, and he is satisfied with his present physical and mental health.

In his leisure time Lloyd reads the Bible and other religious books, visits friends, or goes hunting during the season. Passive recreation is important to him; he likes to listen to gospel music and watch football games in addition to hunting, and is satisfied with his activities of this sort. Active recreation is only slightly important in his life. He participates in church activities and is satisfied with his activity in this respect. Lloyd is "not too much involved in political things," and feels this type of participation is moderately important. He gets most of his information through the TV and is satisfied with his level of activity in this field. Lloyd thinks that creative endeavors are very important. He evidently teaches in church and sees this as an opportunity to express himself creatively. But he is not at all satisfied with this and would like to have more talents. It is very important to him to continue to develop and use his mind. He enjoys studying the Bible and is satisfied with his activities in this regard. Helping others is very important in Lloyd's life; he works for his church and drives the church bus, and is moderately satisfied with his activities of this type. Lloyd is a member of the Assembly of God Church. He experienced a religious or spiritual feeling when he accepted Jesus Christ as his personal savior in 1972, and thinks it is very important to make ethical decisions. Prayer is of great help to him in this regard. It is also very important to Lloyd to develop maturity, "so I can help my children

as they grow." He tries not to make the same mistake twice and is satisfied with his progress in this respect. If he had more time, Lloyd would like to hunt more and do more for the church.

The Bridges socialize 3-5 times a month, generally visiting friends or having people to their house. This type of activity is important to Lloyd but he is only slightly satisfied with their social activities. His wife is satisfied, however. It is moderately easy for him to meet new people and he thinks close friends are important. He considers his family as good friends and is moderately satisfied with the number of close friends he now has, but would like to have more.

Lloyd is generally content with the way his life has turned out. He has no major disappointments in his life, but thinks he might have stayed in the Army as a career if he had it all to do over again. He is particularly happy with his decisions to marry and to follow his Christ-oriented life. Accepting Christ has been the biggest turning point in his life and has given him a sense of direction.

COMMENT: Lloyd particularly lacked vocational guidance in high school, and is fortunate that he ended up with a job that he likes.

DEVELOPMENTAL ABSTRACT 169583

NAME: Gary Costa SEX: M GRADE: 09 RACE: White

ABILITIES:	Vo	E	R	Cr	MR	Vi	A	QR	M	Co
	13	68	28	8	11	5	10	8	7	4
	5	4	5	5	5	3	6	5	4	3

INTER:	Ph	Bio	Pub	LL	SS	Ar	Mu	Sp	H&F	BM	Sa	Com	OW	MT	ST	Fa	La
	1	0	0	3	7	6	0	29	30	15	3	0	0	11	11	13	12

QUAL LIFE:	MWB	He	Sp	Ch	Rel	Fr	Hlp	Gvt	Ln	Ma	Oc	Cr	So	AR	PR
RANK IMP:	3	1	1	1	1	1	2	2	1	1	1	1	1	1	1
RANK SAT:	1	2	1	1	1	2	1	2	2	1	1	3	1	2	2

OCCUP:112,pt-own truck co.SALARY:$26,000 EDUC:HSD or GED MARITAL:M CHILD: 1T 2
POST HS TRAIN:
HS LOC:MidAtln, Urban Mod TYPE:Public SIZE: medium COURSE: General
HS GRAD: 64 COLLEGE MAJOR: Not in school HIGHEST DEGREE:
OCCUP: FA-Manager MO-Housewife EDUC: FA-Some H.S. MO-HSD or GED
CUR LOC: MidAtln EARN:$030000A EDUC & DEVL FACTORS: 2b 3c 4c 5C

Gary Costa was a white student in the 9th grade in a Northeastern state when he participated in the 1960 Project TALENT Survey. He lived with his parents and an aunt in an urban community, and attended a medium-sized, public junior high school. In 1960 Gary said that his father had had some high school, and his mother had completed high school. Now he says that his father completed the 8th grade, and that he thinks his mother had some high school. His father owned and managed his own trucking business, and died of a heart attack in 1964. Gary's mother was a housewife when he was in high school. She is now on the Board of Directors for the trucking business. Overall, the family's financial situation was wealthy when Gary was growing up. It had changed for the better in 1956-7, when the family moved and his father's business began to blossom. Gary's parents got along very well, and he feels that he was understood and treated fairly by them almost all the time. The family often did things together, going to the lake on weekends, although during the week Gary's father "was at work all the time". Gary's relationship with his mother is about the same as it was, although "she treats me different now that I'm older. She'll ask me my opinion instead of tell me." Gary has gotten much closer to his two younger brothers, over the years.

In high school Gary was enrolled in a general curriculum. On the Project TALENT Interest Inventory he indicated that he liked sports and hunting and fishing fairly well; he disliked social service, art, business management, mechanical trades, skilled trades, farming, and labor, a little; and he disliked physical sciences, biological sciences, public service, literary subjects, music, sales, computation, and office work, very much. On the Ability tests his scores were a little above average in abstract reasoning; average in vocabulary, reading comprehension, creativity, mechanical reasoning, and quantitative reasoning; a little below average in English and math; and somewhat low in visualization in 3D and computation.

Gary attended one school for grades 1-5, another for grades 5-6, and another for grades 7-9. He found his studies in elementary and junior high school only

2b slightly interesting. In elementary school he sometimes had too much time on a topic: when the family moved he switched from a parochial to a public school, and since the Catholic school "was much more advanced", he "already knew the stuff, like fractions. That was for about 6 months." He never had too much time on a topic in junior high school, and he never had insufficient time on a topic at either level.

5C His special interest was racing and driving boats. Gary had a particularly good teacher, a gym teacher who "used to work with kids in school. If you got in trouble,

3c he used to help us out. That type of thing." He also had a poor teacher, who "didn't really care if you did the work or didn't, he never checked the homework. If you said

2b you didn't have time to read something, he just said OK." Gary was held back for the fifth grade: "I had to repeat a whole year when I moved from Catholic school to public school...In Catholic school you graduated twice a year but here they had a different system, no 5A and 5B, so I was left back." Gary found this not helpful at all, as "it made it more boring. I couldn't wait to get out even faster." Gary wishes

4c he had learned the material during these years: "I never bothered". He also wishes he had had an opportunity to learn a language.

In 1961 Gary began high school. He attended one school for 10th grade, and another for grades 11-12. He found it moderately interesting, depending on the subject and the teacher. His favorite subjects were history, gym and shop. He disliked English and math. He started "to become more interested" in his studies while he was in high school. He rarely had to spend too much time on a topic, and never

3c had insufficient time. He had one bad teacher: "He was a football coach, a poor loser. If you were on the team you couldn't do wrong. If you quit his team or weren't playing when you should have been playing, you couldn't do right." Gary thinks he learned much less than he could have in high school. He says that he hasn't used any of the information or skills he learned in high school, and that he has forgotten or

4c never used "just about everything". Gary wishes he had learned a language ("just to speak another language"), and had learned more "algebra and English", which would help him at work: "just being able to express myself faster, without thinking twice about saying the wrong thing."

Gary indicates that during his teens, he was very active in the wrestling, football and weight-lifting teams, "but I quit after about 1 month". After school, if he wasn't in sports, he would play baseball or ride around in the car for a couple of hours, "the usual stuff". Weekends, most holidays, and summer vacations were spent at the lake. Sometimes he worked in the boatyard there, and went out at night. He had a special group of friends during these years, with whom he would play football and go to the lake. Gary was satisfied with his relationships with girls.

Gary graduated from high school in 1964. He had gotten D+'s in English and

C's in everything else. Outside of schools, Gary learned "everything pertaining to the business I'm in now," from working. He also learned "how to handle people."

Gary married in 1969. He had gone out with 10 or 20 different people, and had wanted a mate who was "what everybody looks for, I guess...I never thought about it--when it comes along it comes along." Now he would look for a mate who was the "same as I have now...Someone I have to love, I guess. A good mother." He would avoid a "girl who was completely opposite from me, didn't like the same things I liked." His wife graduated from a 4-year college, and is currently unemployed. She has worked part-time as a salesgirl, film developer, and tutor. They go out once or twice a month, to dinner, movies, snowmobiling, boatriding, or over to a friend's house for a few drinks. They go to the lake every weekend, with the baby. They sometimes argue, about money, where to go or what to do, and doing "things on the spur of the moment...She likes a little warning." They understand each other very well, and Gary is very satisfied with other aspects of marriage. There is nothing he would like to change about his wife. Having a close relationship with his wife is very important to Gary, as "if you don't get along in all respects it's bad". He is very satisfied since "We have a very good understanding between us".

Gary and his wife have a son who was born in 1972. He does things together with his child almost all the time, bike-riding, swimming, snowmobiling, and going for boat rides. He would like to changed his son's temper tantrums. Gary plans on having one more child, during the next few years. "After the next 2 or 3 years, then if nothing happens, that's it. Then I couldn't take it anymore. I'd be too old." Being a parent is very important to Gary, and he is very satisfied with his present situation, as "The one we have is coming along fine. We get along well with him, enjoy being with him."

In 1960 Gary reported that he was very definite about becoming a businessman. Now he says that as a teenager, he thought that he would do "what I'm doing right now", going into his father's business. He feels that he understood the educational requirements of jobs, and his own abilities and interests, very well. Before and during high school, Gary worked in a boatyard during the summers, pumping gas and fixing boats. From July 1964 through the present, Gary has been working in his father's business, a trucking company. He has gone from Dispatcher to Manager to Part-Owner, and is currently making $500 a week. During 1965 he was running the boatyard, which is part of the business, because "we had no one else to run the boatyard".

In his present job Gary dispatches and routes trucks. He expects to run the whole company in the near future (his uncle is president now). His views about the kind of work he might do haven't changed "too much at all". His long range occupa-

tional plans are to continue where he is, and maybe "open a boat yard or restaurant as a side line." He says he had been interested in being a police man, but was influenced not to follow this career because of "the business I have now. I would never leave it for anything. Even if I wanted to, I wouldn't." Aspects of work that Gary considers very important are freedom to make his own decisions, challenging work that he feels he does well, interesting work, flexible hours, friendly co-workers, a competent supervisor, and having clearly defined responsibilities. All of these are present to a very large degree in his present job, except freedom to make his own decisions, which is present to a large degree. Aspects of work that Gary considers important are good income, job security, opportunity for promotion, work that he feels is important, and work in his area of specialization. All of these are present to a very large degree, except work that he feels is important, which is present to a large degree. Having interesting, rewarding work is very important to Gary: "If you're not interested in it, it's no use doing it." He is very satisfied in his present work, as "It's my own and I'm very interested."

Gary earned $30,000 in 1973 and expects to earn over $40,000 in 1974. His wife did not earn anything in 1973, and he does not expect her to earn anything in 1974. In 1973 he received $2000-$3000 in interests or other regular payments. They have $50,000 in savings. The income meets the family's needs very well. Gary expects the annual family income to be $100,000-$150,000 in 10 years. They own their own suburban home, valued at 65,000, which meets the family's needs very well. Material comforts are moderately important to Gary: "I enjoy it but I could live without it...I'd miss them, but I wouldn't shoot myself over it." He is very satisfied with his present materical comforts.

Gary is in good health. He has a bad back, which interferes with things he wants to do: "When I want to go snowmobiling it hurts. The dampness bothers me once in a while. If I want to pick up the machine and throw it around, I can't. If I get overweight, it hurts." Gary has had concerns about his size, because he was overweight when he got married. He smokes 6-8 cigars a day, except on weekends: "I rarely smoke when I'm home". He says cigars relax him when he gets nervous. Gary drinks, and has more than two glasses once or twice a week. Remaining healthy is very important to Gary: "I'm going through a second childhood as far as being physically fit." He is satisfied with his present health, but says "I should be about 10 pounds lighter than I am and in better physical condition."

During a typical evening, Gary goes bike riding, barbeques, watches TV, shoots pool, relaxes and listens to the radio. He might visit a friend with the baby. On weekends he goes boat riding, snowmobiling, swimming, for walks, and over to the Jack LaLaine gym. He might go shooting on Saturdays. On Sundays, if its off season for snowmobiling or boating, they build a fire, have friends or relatives over for

dinner, or take a trip to another state. Gary considers his hobbies to be the activities previously mentioned, and adds, "With boats, I enjoy racing them". He reads newspapers; and the magazines Time, People, Snowmobiling, car and gun magazines, and "Playboy once in a while if there's a good article." He watches TV, and listens to country and western, old rock and roll, jazz, Frank Sinatra and Tony Bennett on records and the radio. Passive recreation is very important to him: "I enjoy it and I feel I learn something from it." He is satisfied with his present activities, although he feels he doesn't have enough time to do everything he would like to do. Active recreation is very important to Gary, who does things such as playing tennis, going bike riding, and going swimming. He is satisfied with his activities, and adds, "I don't have the time to do everything, or room for my own tennis courts. I don't like to wait on line to play tennis."

Participating in government and public affairs is important to Gary, because "We've had problems in ... Lake for building condominiums and now it's important to know about the mayor and council and get involved in that." "If you asked me 3 months ago, I would have said not important at all." He's involved "in fighting the town... about the condominiums." He is concerned about inflation and racial issues, and gets his information on issues from TV and newspapers, because they're handy. He is satisfied with his present activities. He would like to get involved a little more but doesn't have the time.

Although he hasn't made or done anything recently that he or other people consider creative, creative expression is very important to Gary: "If I can't get some of my inner ambitions out at work or in activities, I may as well lock myself in a closet." He is moderately satisfied with his current activities, explaining, "I don't have the patience to make a bench or a chair. I get half way through and never finish it." Continuing to learn is very important to him. He would like to learn more about English, and a foreign language. He is satisfied with his present situation because he doesn't have the time or energy after work to do much.

Helping others is important to Gary, who is very satisfied because he helps a lot of people at work, with financial and legal problems. He would like to do more but doesn't have the time. Gary is a Catholic because he was "born and brought up that way. I see no reason to change it or stop it." Making ethical decisions is very important to Gary, who tries to decide right from wrong. Developing maturity is very important to Gary, who tries to keep himself educated and meets new people, in order to improve himself. He is very satisfied with his present maturity: "I just think I understand a lot about people and about life."

If he had more spare time, Gary says, "I'd enjoy going on more hunting trips into Canada with a guide; a week of snowmobiling; hop on a plane and go away for 3-

day weekends; go to off-shore boat races, that type of thing."

Gary and his wife socialize 10-15 times a month, getting together with "neighbors and close friends" to have a drink, a sandwich, or dinner together. "All the sports we enjoy are done with people." Socializing is very important to Gary, and he is very satisfied with their present socializing, as is his wife. He would like to meet more people who "are more progressive thinking, who have new ideas", but doesn't want to lose his "old friends". Gary finds it easy to get acquainted with people. He has close friends whom he met at the lake, in school, or because they were neighbors. Having close friends is very important to Gary: "You need close friends even if you have a close family." He rates himself as satisfied because "As far as friends go, I couldn't get close with anybody else, but I'd like to get friendly with new people."

Gary is particularly happy about getting married and his work. School didn't turn out too well. Knowing what he knows now, he would do things differently, but he doesn't specify what. Gary was not ready to handle his father's death "and some of the things that went on in work right after that", as he had "never had any worries before." It would have helped if he had been a little older. Periods of major change were his father's death, getting married, and taking on more responsibilities at work, which brought him longer hours and big decisions to make. Gary "definitely" feels that he has a clearer set of goals than he did in high school. His present goal is to keep the business running, and his father and brothers helped him most to develop it. Gary thinks education could help the next generation by letting them become what they want, "not forced to stay in one business", and giving them something to fall back on.

comment: Gary's personal level of knowledge was ignored when he switched from parochial to public school. He should have been given individualized instruction so that he wouldn't have had to repeat material and be bored. Gary wishes that he had put more effort into school, and had learned math and English better. Despite these few problems, he is happy and successful in the family business.

DEVELOPMENTAL ABSTRACT 415463

NAME: Dick Drysdale SEX: M GRADE: 10 RACE: White

ABILITIES:	Vo	E	F	Cr	NR	Vi	A	QR	M	Co
	12	7	25	6	4	6	6	5	5	19
	5	4	5	4	1	4	3	4	5	4

INTER:	Ph	Bio	Pub	LL	SS	Ar	Mu	Sp	H&F	BM	Sa	Com	OW	MT	ST	Fa	La
	18	10	15	8	20	17	5	23	40	19	7	13	5	23	13	35	16

QUAL LIFE:	MWB	He	Sp	Ch	Rel	Fr	Hlp	Gvt	In	Ma	Oc	Cr	So	AE	PR
RANK IMP:	2	1	1	2	4	2	2	4	1	1	3	4	4	1	3
RANK SAT:	3	3	3	5	2	3	4	1	4	4	3	2	1	3	3

OCCUP:030, Ass. line worker SALARY:$ 0 0 EDUC:HSD or GED MARITAL:D CHILD: 1?10

POST HS TRAIN:

HS LOC:SouEast, rural TYPE:Public SIZE:Small COURSE: - - -

HS GRAD: 67 GED COLLEGE MAJOR: Not in school HIGHEST DEGREE:

OCCUP: FA-Farm Worker MO-Housewife EDUC: FA-None MO-Some H.S.

CUR LOC: Middle-Eastern EARN:$000000A EDUC & DEVL FACTORS: 2b, 3b, 4b

Dick Drysdale, a white male, was a 10th grade student in a small rural high school in a Middle Eastern state when he participated in Project TALENT in 1960. At that time Dick said that his father was a farm worker and his mother a housewife. Now he says that his father died of cancer in 1967 and his mother is a cook. Both parents had less than an 8th grade education. His family was barely able to make a living when he was growing up and the financial situation did not change at any time. Because his parents had drinking problems, they got along not well at all, although they sometimes went hunting and fishing together as a family. Dick feels he was often treated fairly by his mother, but only sometimes treated fairly by his father. Dick was an only child. He does not indicate how his relationship with his mother has changed over the years, but says this relationship is only slightly important to him and he is satisfied with the present relationship.

Dick was enrolled in an agricultural curriculum in a public high school when he took the TALENT tests. On the interest inventory he indicated that he liked hunting and fishing and farming very much; he was indifferent about physical science, social service, art, sports, business management, mechanical trades and labor; he disliked biology, public service, literary activities, computation and skilled trades a little; he disliked music and office work very much. On the ability tests Dick's scores were average in vocabulary, reading comprehension and math; they were a little below average in English, creativity, visualization in 3-D, arithmetic reasoning and computation; they were somewhat low in abstract reasoning and they were very low in mechanical reasoning.

Dick found his elementary and junior high school studies only slightly interesting, due to the principal and some teachers. He had difficulty with
2b speech but was not given any special help for it. He rarely was required to spend time on material he already knew and rarely was unable to spend enough

time on a topic. His special interests in elementary school were baseball and softball. Dick had no unusually effective teacher in elementary or junior high school, but he does mention an ineffective teacher who had some "privledge student who always got by with more than anybody else." In junior high school Dick rarely had to spend time on material he already knew and rarely was unable to spend enough time on a topic. He wishes he had studied bookkeeping in junior high school.

Dick missed part of the first grade due to illness. He says this experience was helpful to him, but it is unclear from the interview how it was so. He says he was out of school from December 1950 to August 1951 with Rheumatic Fever.

It is not indicated when Dick entered high school, or what his letter grades were. He says he found his high school studies moderately interesting but he does not say why. He found history to be his most interesting subject and algebra his least interesting. His interest in his studies did not change during high school. Dick had to spend more time on topics almost all the time and sometimes was unable to spend enough time on a topic. However, he does not describe these instances. He feels he learned much less than he could have in high school. He does not indicate anything about the skills he learned, what he wishes he had studied and how these courses would have been helpful to him. He says he had no effective teacher in high school and does not indicate whether or not he had any ineffective teachers.

Dick says he was suspended from school in the 10th grade when he was thrown out "through a window" because he couldn't get along with the teachers. He says he was not asked to leave but it is not indicated that he graduated. Apparently he did not return although he got his GED in 1967. He did not have military training.

Dick does not indicate participation in any teenage groups or organizations in high school although he does say he was moderately active in a farm group outside of school. After school he says he did farm work and played ball. On Saturday he would go to car races, go fishing and sometimes he worked. On Sunday he went to church. He says he did not have a special group of friends during these years, but he wishes he had more, closer and different friends. He says he was satisfied with his relationship with girls.

Dick did not have any post high school training and does not say anything about his informal learning.

Dick was married from April 1966 to August 1968. His marriage ended in divorce. He says that "sexual experience" helped him decide on his wife. He

had gone out with 1000 people and now he does not say anything about the characteristics he would look for or avoid in a mate. He says his previous wife graduated from high school and was a housewife. They usually went out once or twice a month, to parties and dances. They sometimes argued about money and his habit of drinking and not staying home, but he feels they understood each other moderately well and he was very well satisfied with other aspects of the relationship. His drinking eventually led to the divorce.

Dick has no current relationship of a special nature. He dates about three times a month but does not say anything about the women he goes out with. He says he would like to be married because "it gets too lonesome living by yourself." It is very important for him to have a close relationship with someone and he is moderately satisfied with his present situation.

Dick has a son who was born in August 1967. He lives with his mother and Dick never does anything with him. He says he is concerned about his son's health and happiness. He also says he would like to have 10 more children "as soon as possible." He feels it is important to be a parent and he is not satisfied at all with his present status.

On the Project TALENT survey Dick indicated that he planned and wanted a career as an Armed Forces Officer; he was fairly definite about this choice. Now he says he had thought about being a painter or an electrician. He does not say whether he understood the educational requirements for different jobs, but says he understood his own abilities and interests moderately well, although there were no skills he acquired outside of school.

Dick did farm work before entering high school. His first and last job after high school was from May 1962 to March 1964 as an assembly line worker, at which he made $1,000 a year. He was laid off and does not indicate anything else about his occupational history. He says he has no long range occupational plans, although he says there were occupations he thought about, he does not say what they are. Dick says that he is presently seeking work as a construction labor carpenter helper, but says he cannot find a job due to the unemployment rate. Dick says he earned $ 800 in 1973 (this figure does not correspond to his employment record) and expects to earn nothing this year. He receives no money from any outside sources. His income meets his needs not well at all. In 10 years he expects to earn $10,000. He has social security for retirement.

Dick lives in a house in a rural area. He does not say whether or not he lives with anyone else, but says he pays $100 a month rent. His housing meets his needs well, but he says he needs a bathroom in the house. He likes the people in the area. He feels it is important to have material possessions and he is moderately

satisfied with what he has.

Dick rates his health as fair. He had rheumatic fever from December 1950 to August 1951 and he now has heart trouble because of it. He says "I'm always afraid of a heart attack." He last saw a doctor in October 1974 for heart trouble but he does not have regular checkups or health insurance. He smokes more than a pack of cigarettes a day and drinks once or twice a week. He takes no medications. In March 1973 he was so depressed that it interfered with his activities. Dick feels it is very important to remain healthy and he is moderately satisfied with his health.

On a typical day Dick works in the garden mowing the lawn, and works on the house. He does not say what kind of variations might be found in his life, or what he does on Saturday or Sunday. He has no hobbies but does read newspapers and such magazines as "Outdoor Life" and "Sport and Field." He has read the book "Welder's Guide" recently. Dick watches baseball, situation comedy and country and western shows on TV. It is moderately important for him to participate in this type of recreation and he is moderately satisfied with his present activities. It is very important for Dick to participate in active recreation; he water skis, fishes, hunts and plays baseball. He is moderately satisfied with his present recreational activities of this type.

Dick is concerned with the unemployment rate in this country. He gets his information from TV but it is only slightly important for him to participate in activities relating to government and he is very satisfied with what he does. (He does not indicate what he does, however).

Dick has not doen anything creative recently and he says it is only slightly important for him to be creative. He is satisfied with his present creative activities. It is very important for him to continue to use his mind and he has taken courses in auto mechanics and welding which enabled him to work on a car. He would like to take more courses in welding. He is only slightly satisfied with the activities which develop his mind.

It is important to Dick to help others, but he does not say what he does in this regard and he indicates he is only slightly satisfied with his present activities.

Dick is not now a member of a church, although he once was. He says it is very important for him to make ethical decisions but he does not say what values guide him in making such decisions. It is very important for him to develop maturity, but again, he does not say why or how he is improving himself in this area, although he says he is only slightly satisfied with his present maturity. Dick does not say what he would do if he had more spare time.

Dick socializes 1 - 2 times a month. He does not say what he does, but he

says it is only slightly important for him to socialize and he is very satisfied with what he does. He finds it difficult to meet people, because he has trouble talking to people. He does have one or two close friends, and it is important to him that he have these friendships. He is moderately satisfied with his friendships.

Dick does not answer any of the summary questions in the interview. He does say that education for the future should "teach a trade or something in high school."

Comment: Dick conducted his own interview. The interview was incomplete and it is difficult to tell much about Dick's past or present life from the answers.

DEVELOPMENTAL ABSTRACT 110943

NAME: Peggy Newcomb SEX: F GRADE: 10 RACE: White

ABILITIES:	Vo	E	R	Cr	MR	Vi	A	QR	M	Co
	8	88	29	6	3	7	9	4	9	32
	4	6	5	4	2	5	5	3	5	5

INTER:	Ph	Bio	Pub	LL	SS	Ar	Mu	Sp	H&P	BM	Sa	Com	OW	MT	ST	Fa	La
	14	30	9	22	37	21	12	35	27	24	15	8	20	17	12	10	8

QUAL LIFE:	MWB	He	Sp	Ch	Rel	Pr	Hlp	Gvt	Ln	Ma	Oc	Cr	So	AE	PE
RANK IMP:	2	1	1	1	1	0	2	4	2	0	1	3	0	3	3
RANK SAT:	2	1	1	2	1	0	0	3	2	0	2	0	0	2	0

OCCUP:741, sales clerk SALARY:$ not ind EDUC:HSD or GED MARITAL:M CHILD: 4T 4
POST HS TRAIN:
HS LOC:NorEast, Urban Mod TYPE:Public SIZE:Small COURSE: CollegePrep
HS GRAD: 62 GED COLLEGE MAJOR: Not in school HIGHEST DEGREE:
OCCUP: FA-Don't Know MO-Don't Know EDUC: FA-Some H.S. MO-Voc School
CUP LOC: northeastern EARN:$002000A EDUC & DEVL FACTORS: 1b, 2b.B, 3b.B, 5a.C

Peggy Newcomb, a white female, was in the 10th grade of a small public high school in an urban community in a northeastern state when she participated in the 1960 Project TALENT Survey. Her mother attended vocational school after high school, and she is a technician. Her father had some high school, and Peggy did not indicate his occupation. He died of a heart attack in 1964. As Peggy was growing up, her family's financial situation was comfortable. Her parents got along very well, and the family did things together almost all the time, going places and skating. Peggy feels that she was understood and treated fairly by her mother and father almost all the time. She was always close to them, and her relationship with her mother is even better now probably because of her father's death. She is still very close to her two brothers and three sisters. Her relationships with her family are very important to Peggy, and she is very satisfied being able to do things with them.

In high school, Peggy enrolled in a college preparatory program, and she received an A in physical education and in driver education; A/B in social studies and foreign languages; B's in language arts, science, and business education; and C's in math. On the TALENT interest inventory, she indicated that she liked very much social service and sports; she liked fairly well biological science, hunting, and fishing; she was indifferent to literary linguistics, art, business management, office work, and mechanical-technical work; and she disliked a little physical science, public service, music, sales, computation, skilled trades, farming, and labor. On the abilities test, Peggy scored a little above average in English, average in reading, visualization in 3D, abstract reasoning, math, and computation, a little below average in vocabulary and creativity, somewhat low in quantitative reasoning, and low in mechanical reasoning.

3B 2B Elementary and junior high school were interesting for Peggy because she liked English and had several interesting teachers. She had difficulty with arithmetic and algebra for which she received special help in the 9th grade. She repeated algebra in the 10th grade and went from an F to an A. In grades 1 through 6, Peggy was never required to

2b spend time on material that she already knew, and she was sometimes unable to spend enough time on a topic in order to learn it, as in penmanship because she is left handed. Her special interests at this time were in skating and swimming. In junior high school, Peggy never had to spend time on material that she already knew, and she did not indicate how often she was unable to spend enough time on a topic in order to learn it. She never
5C really had any trouble, except in math which her brother helped her with.

High school was interesting for Peggy , and her most interesting subjects were English, language, Problems of Democracy, American history, and chemistry. Her least interesting subject was math because "it was too hard". She never had to spend more time on topics
2b than she needed to learn the material, and she was sometimes unable to spend enough time, as in math. Peggy feels that she learned somewhat less than she could have in high school,
3b because she had "too many teachers who were not good". She has not been able to use any of the skills or information that she learned since then. "Naturally you apply what you
1b learn to your everyday knowledge. But if I had had vocational training or something I could say." She wishes that she could have had extracurricular activites, but she had to
5a be home to help out since her mother worked. Her mother wanted her to be a nurse, but Peggy now wishes that she would have taken business courses because she had to learn a lot
3C on her own when she started work. Her French teacher made them learn a lot although she "was not a personality teacher", and her Problems of Democracy teacher was very interesting.
3c She had some ineffective teachers also. Her Latin teacher "didn't care if you just got up and left", and her history teacher would let them change their grades in his book.

During her teenage years, Peggy was president of the Student Council, and she taught religion classes, and she was moderately active in the Girl Scouts and the 4-H Club. After school, she usually spent her time at home or with her friends. She worked on Saturdays at a drug store. Sundays were family days. They went away a lot on weekends to visit relatives. During summer vacations, she skated, went away with her family, or worked. Peggy had a special group of friends at this time with whom she "rode around", talked, and bowled, and she never wished for more or different friends. She was satisfied with her relationships with boys and "had a lot of fun".

Peggy received her GED with a B average in 1962. Outside of school, she had learned basic living and getting along in life. From her family, she learned "sensitivity to other people", and from a doctor that she worked for, she learned about working.

Peggy was married in 1965, and she had three girls in 1967,69, and 71, and one boy in 1970. She did not indicate how many different people she went out with, but she wanted someone with the same temperament as her father. She would avoid men who were not considerate. Her husband is 30, and she met him in high school. He had some junior or regular college and is currently employed as a fire lieutenant, making $17,000 or $18,000 a year. As has also worked as a fire fighter and as an accountant since she has known him. They go out once or twice a month, to eat or to go dancing. They sometimes argue about raising

children and her working. They understand each other very well and are very satisfied with other aspects of their marriage. Peggy wishes that her husband would "pick up his socks" and not be so quick with his temper. Having a close relationship with her husband is very important to her because otherwise she would not "have peace of mind" and could not take care of her family. She is very satisfied with their relationship. Peggy does things with her children almost all the time, taking them skating, playing games, and joining school activities. She is concerned about her oldest daughter who is "too sensitive". Peggy does not plan to have any more children because she has "enough". Being a parent is very important to her because she wants "to be able to bring them up happy and well adjusted", and she is satisfied with her present status.

In high school, Peggy planned to be a nurse, but this was upsetting to her in a way since all her friends went into business. She understood the educational requirements of
1b different jobs very well , and she wanted to go to college. "I remember going to my guidance teacher who was a nothing". She understood her own abilities and interests moderately well because she has always been basically pretty sure of herself. Before high school, Peggy babysat, and during high school she worked as a clerk in a drug store and as a receptionist/ assistant to an oral surgeon. She left in December 1962 because she resented the billing practices. She then got a job as an operator, and then as a secretary where her aunt works. She left in 1967. Peggy is now working as a clerk in a department store, but she did not indicate when she started working there. She has always seen herself as getting married, but she is slightly disappointed in not going to school. Her long range plans are to raise her children, and she might go back to nursing or business. She wants to work outside the home at this time in her life because she was tired of "the routine" Having important, worthwhile work is very important to Peggy because it makes her life more enjoyable, and she is satisfied with her present job. She did not indicate what job characteristics are important to her or to what degree they are present.

Peggy indicated that she earned $17,000 to $18,000 in 1973, though it appears that she was actually referring to her husband's earnings. She expected to earn $2,000 in 1974. Her husband earned $17,000 to $18,000 in 1973, and she did not indicate what he expected to earn in 1974. They also received additional money from interests, and they have $1500 in savings, investments, or bonds. This income meets the family's needs moderately well, and most of their extra money has gone to putting an addition on to the kitchen. For retirement, they have a pension plan and life insurance. They own a house with a current market value of $27,000 in a small town, which meets their needs moderately well, but they "could stand another bathroom". Peggy did not indicate what she likes or dislikes about the area in which they live. Material comforts are important to her, and she is satisfied with her present possessions.

Peggy does not have any physical or mental health problems, and her present health is very good. She last saw a doctor in June 1974 for her yearly check up. She has major

medical health insurance which she feels is adequate. Peggy smokes 7 to 20 cigarettes a day, and she drinks wine, beer, or liquor once or twice a week. She has never been so depressed that it interfered with her activities. Her second daughter has had asthma since she was 11 months old. Remaining physically and mentally healthy is very important to Peggy, and she is very satisfied with her present health and safety.

On a typical day, Peggy spends her time with her children, and doing knitting or needlepoint. She bowls one day a week and sometimes goes shopping with her sisters. On Saturday, she goes grocery shopping and visits relatives. She goes to church on Sunday morning and then they go to her mother's or to her mother-in-law's house. Her hobbies are sewing, needlepoint, knitting, and bowling. She reads newspapers and books, and some magazines like Good Housekeeping and Time. She has recently read two fiction books: Green Darkness and Callico Pallace. She does not watch TV very much, but sometimes watches Rhoda, and she listens to a local talk show on the radio. These activities are moderately important to her , and she did not indicate her satisfaction in this area. Participating in active recreation is moderately important to her "only in respect to what it has to do with the kids", and she is satisfied with her activities. She is concerned with "everything" having to do with social or political conditions in the country. "The economic state. I wish the Government was different, after Watergate and all...I can't say I exactly don't trust them, but I feel like what they're doing isn't always right". Most of her information on current issues and politics is from the radio and newspapers. Participating in activities relating to government and public affairs is only slightly important to Peggy, because she is not "a politically oriented person", and she is moderately satisfied with her present activities in this area. Peggy has recently knitted hats and mittens and embroidered tablecloths and pillowcases. Expressing herself in a creative manner is moderately important, and she did not indicate her present satisfaction in this area. It is important to Peggy to continue to develop and use her mind for her "own benefit", and she might go into nursing. She is satisfied with her present activities of this type. Participating in activities which help or encourage other adults or children is also important to Peggy, and she did not indicate her present satisfaction. Peggy was baptized as a baby into the Catholic Church. Making right or ehtical decisions is very important to her, and she is guided by her experiences in growing up. She did not indicate the importance of developing maturity or her satisfaction in this area. Peggy could not think of anything that she would be deprived of doing. She is not "a wisher".

Peggy finds it difficult to get acquainted with people, and she has one or two close friends. She did not complete the remainder of the interview.

Comments: Peggy needed counseling because she was planning to be a nurse only because her mother wanted her to be. She now wishes that she would have taken business courses. She feels that she could have learned more in high school if she had better teachers. She needed more time in penmanship and in math.

DEVELOPMENTAL ABSTRACT 659793

NAME: Eunice Parker SEX: F GRADE: 09 RACE: Black

ABILITIES:	Vo	E	R	Cr	MR	Vi	A	QR	M	Co
	3	55	10	2	3	6	1	3	2	-1
	1	2	2	2	1	4	1	2	1	2

INTER:	Ph	Bio	Pub	LI	SS	Ar	Mu	Sp	H&F	BM	Sa	Com	OW	MT	ST	Fa	La
	23	26	20	21	27	18	30	20	23	22	20	24	29	16	14	10	14

QUAL LIFE:	MWB	He	Sp	Ch	Rel	Fr	Hlp	Gvt	In	Ma	Oc	Cr	So	AR	PF
RANK IMP:	2	2	1	1	2	2	1	5	3	2	2	5	5	2	2
RANK SAT:	1	1	1	2	1	2	1	1	2	1	2	1	1	2	1

OCCUP:896, Domestic SALARY:$4,000 EDUC:Some H.S. MARITAL:M CHILD: 3T 3
POST HS TRAIN:
HS LOC:Apalach, CityB low TYPE:Public SIZE:Small COURSE: General
HS GPAD: 00 COLLEGE MAJOR: Not in school HIGHEST DEGREE:
OCCUP: FA-Don't Know MO-Laborer EDUC: FA-Ph.d/Prof MO-Some H.S.
CUR LOC: Appalachian EARN:$002000A EDUC & DEVL FACTORS: 1a; 2b; 4c

Eunice Parker, a Black female, was in the ninth grade of a small, public high school when she participated in the 1960 Project TALENT Survey. Her father, who completed the third grade, was a delivery man for a drug store. Her mother worked as a domestic and had completed the sixth grade. When she and her three sisters and one brother were growing up in an urban town in the Appalachian states the family's economic situation was comfortable. Eunice's folks got along together very well, and they understood and treated her fairly almost all the time. The family sometimes did things together, such as playing and going to church, and Eunice says now that her relationship with them is important to her. They "are a close-knit family" and she is very satisfied with her familial ties.

In high school, Eunice followed a general curriculum. She got A's in home economics, B's in English and social studies, and C's in science, math, and typing. Her tested abilities were a little below average in visualization in 3D; low in English, reading comprehension, mechanical reasoning, quantitative reasoning, and computation; and very low in vocabulary, abstract reasoning, and math. On the interest tests she indicated she liked fairly well biological science, social service, music, and office work. Eunice was indifferent to physical science, public service, literary pursuits, art, sports, hunting and fishing, business management, sales, computation, and mechanical trades. She disliked a little skilled trades, labor, and farming.

Elementary and junior high school were very interesting for Eunice. She
2b says the rate of instruction in elementary school was sometimes too slow and often too fast, but could not remember anything specific. She was most interested in sports at that time, and also liked "spelling, English, science, and history. My history teacher had many pictures he had personally taken on trips that he showed to us and told us about." In junior high she rarely wasted her

time on material she already knew, but sometimes lacked enough time to learn a
4c subject. She wishes she could have learned more arithmetic.

High school was only slightly interesting for Eunice. She liked to cook and sew in home ec class, and found biology and algebra to be her most interesting subjects. She was least interested in typing. Eunice reports that she often had too much time for a topic, and never had too little. She figures she learned somewhat less than she could have, but says her homemeking skills have proven useful. She remembers one teacher who was quite funny and entertaining in class, but does not mention an ineffective teacher. Eunice wishes she had taken French class, and probably could have if she had not dropped out of school early.

During her teens, Eunice was moderately active on the girl's basketball team, and also played softball or went to the movies in the afternoon. The family went to church on Sunday and Eunice baby-sat during the summer months. She went to parties and other activities with a special group of friends and was satisfied with her relationship with boys. "I was able to talk to them," she says.

Eunice left school at the end of her ninth grade year, in 1960. She
1a explains, "I just decided to quit school and get a job and get married. My husband wanted me to finish." At that time she did not foresee her return to school, but now would like to because "it would be valuable in the future as it takes an education now for anything." She has had no other training or educational experiences, but has learned on her own "more about making friends."

Eunice "was brought up in a Christian home and looked for a Christian boy to marry." Her husband is the only man she ever dated, and she says she would look for someone now who was good-hearted, and would avoid "the kind who would treat you mean." They were married in 1960. Mr. Parker graduated from high school and is presently working as a maintenance man. They go out once every two months or less to church activities or dinner. Eunice reports they rarely disagree about raising their children and she thinks they understand each other very well. Having a close relationship with her spouse is very important to her and Eunice is very satisfied with all aspects of her marriage. Eunice and her husband have a boy and two girls, born in 1961, 1963, and 1966. Being a parent is very important to Eunice, and she adds, "I feel that any child needs their parents to teach them what to do and how to act. Children get out of hand

if not taught at home." She is with her children almost all the time; they play games and sports, watch TV together, and the kids go along when they go out. She is concerned about their education. The Parkers do not plan on having any more children due to the expense involved. Eunice is satisfied with her maternal role at the present.

In the 1960 survey Eunice indicated she wished to become a farmer. She also thought about being a beautician or secretary. She feels she understood the educational requirements of different jobs very well, and knew well her own interests and abilities.

After leaving school, Eunice worked as a domestic until 1963 when she quit to have her second child. She did not work again until 1971; she took a job as a nurse's aide which lasted until 1973. She left this position "for a better job" which lasted only one month. In November of 1973 she got a job as a domestic and baby-sitter; this is her current employment.

Eunice enjoys working with children and plans on staying at her job. She brought all of the required skills to her job; she cooks meals and cleans the house. Occupational aspects she thinks important in a job are good income, freedom to make decisions, work that is worthwhile and challenging, work that she does well and is interesting, pleasant surroundings, flexible hours, friendly co-workers, status, and a pleasant supervisor. Of these factors, those that are present to a large degree are freedom to make decisions, work that is worthwhile and challenging, work that she does well and is interesting, pleasant surroundings, flexible hours, friendly co-workers, and status. Good income and a pleasant supervisor are present to a moderate degree. Even though it is important to Eunice to have rewarding work, she would rather be at home with her children. She is, however, satisfied with her situation.

Eunice states that she earned $3000 in 1973 and expected to earn $2000 in 1974. This does not correspond with her reported $2.00/hr. wage. Her husband made $5000 in 1973 and estimated earnings of $6000 in 1974. This combined income meets their needs very well. The Parkers own their $17,000 rural home; they like living in the country and Eunice feels their house meets their needs very well. It is important to Eunice to have material possessions and she is very satisfied with their economic situation.

Remaining in good health is important to Eunice. She has not had any major disabilities or illnesses, has regular checkups, does not smoke or drink, and reckons her health to be very good. She is very satisfied with her present

physical and mental health.

In her leisure time after work Eunice takes care of the household chores or occasionally finds time to bake a cake. She works on her own home "all day Saturday," and the family attends church on Sunday. Passive recreation is important to her. She likes to watch TV and read the newspaper and is very satisfied with this type of activity. Active recreation is also important to her. She plays games with the kids and the family enjoys going to church activities. She is satisfied with her activities in this area. Eunice votes in the elections but feels it is not at all important to be active in the political process. She gets most of her information from the TV and is very satisfied with this level of participation. She does "not feel a need to be creative" and thinks that creative endeavors are not at all important. She is very satisfied with the little amount of activity she does in this area. Developing and using her mind is moderately important to Eunice; she has not taken any type of class recently and is "satisfied with the way I am." She likes to help children and feels this type of activity is very important in her life. She is involved in this type of thing at work as well as at home and is very satisfied with her activity in this respect. Eunice is a member of the United Church of God "because I like to worship with people." She has never had any type of religious or spiritual experience and feels that making ethical decisions is important. Her religious values "are helpful" in this respect. It is important to her to develop maturity; she tries to live a Christian life and is very satisfied with her progress in this area. If she had more time Eunice would like to start a program in the community to provide interesting activities for children.

The Parkers socialize 1-2 times a month, generally at "cook-outs and stuff like that." This type of activity is not at all important to her and she is very satisfied with their socializing. She reports that Mr. Parker is satisfied. It is very easy for Eunice to meet new people. She has 1 or two good friends from work and feels that close friends are important in her life. She is satisfied with the number of friends she has.

Eunice is very content with the way her life has turned out and can think of nothing that she has been disappointed in. She is very happy with her decision to marry and raise a family,and figures a turning point in her life was when she quit school and got married. Her goals are to pay for their home and educate her children because "better educated people can have better jobs and better things.

COMMENT: The interview with Eunice did not give many clues as to the developmental influences in her life. Her decision to leave school undoubtedly has been a factor in the type of employment she has been able to find, but generally, she is very happy and content with her present situation.

DEVELOPMENTAL ABSTRACT 101633

NAME: DEAN PARKS SEX: M GRADE: 08 RACE: Black

ABILITIES:	Vo	E	R	Cr	MR	Vi	A	QR	M	Co
		51	10	1	6	6	3	1	2	-1
		2	2	1	2	4	2	1	1	2

INTER:	Ph	Bio	Pub	LL	SS	Ar	Mu	Sp	H&F	BM	Sa	Com	OW	MT	ST	Fa	La
	30	27	29	26	32	36	35	27		29	33	32	32	35	35	23	27

QUAL LIFE:	MWB	He	Sp	Ch	Rel	Fr	Hlp	Gvt	Ln	Ma	Oc	Cr	So	AR	PR
RANK IMP:	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
RANK SAT:	1	1	2	1	1	1	1	2	2	1	2	1	1	1	1

OCCUP:821, Laborer SALARY:$ NR EDUC:Some H.S. MARITAL:M CHILD: 1T 2
POST HS TRAIN:
HS LOC:SCentrl,urban TYPE:Public SIZE:Small COURSE: General
HS GRAD: 00 COLLEGE MAJOR: Not in school HIGHEST DEGREE:
OCCUP: FA-Farm Owner MO-Farm Owner EDUC: FA-Grade 8 MO-Grade 8
CUR LOC: SCentral EARN:$000000A EDUC & DEVL FACTORS: 1a, 2b, 4a

Dean Parks, a Black male, was in the 8th grade in a Southcentral state when he participated in the 1960 TALENT survey. He lived with his parents and attended a small urban public school. His father is retired; his mother is a housewife. Dean said in 1960 that they had completed grade school; now he says they had some grade school and completed the 5th grade. Dean does not say how many siblings he has, but in 1960 he reported having three. When he was growing up, his family had the necessities. His parents got along well, and the family did things together almost all the time. They worked together and had family get-togethers. Dean feels both his parents understood and treated him fairly almost all the time. His relationship with his parents has not changed over the years, although he doesn't see them as often as before his marriage. Dean's relationship with his siblings has not changed either other than not seeing each other as frequently as before. Family relationships are very important to Dean."We are able to help each other with our financial problems and I guess we are older and need each other more. He is very satisfied with his present family relationships.

In high school, Dean was enrolled in a general course of study. On the TALENT Interest Inventory, he indicated that he liked very much art, music, and mechanical and skilled trades; he liked fairly well physical and biological sciences, public service, literary subjects, social service, sports, business management, sales, computation, office work, and labor; he was indifferent to farming. On the Abilities test, he was a little below average in visualization in 3D; low in English, reading comprehension, mechanical and abstract reasoning, and computation; he was very low in creativity, quantitative reasoning, and math.

Dean found elementary and junior high schools interesting because of the teachers and the way they presented the material. Dean had problems with writing; he did not understand how to form correct sentences or spell words. He did not receive any special help with his problem. In elementary school, he rarely was required

2b

to spend time on material he already knew and rarely was unable to spend enough
2B time to learn a topic. His special interest was 4-H Club. Dean was held back in the 6th grade. He had started working and didn't have time for studying. He felt being held back was very helpful. In junior high school, he rarely had to spend time on material he already knew and often was unable to spend enough time
2b to learn a topic. He was interested in farm-related topics but couldn't spend enough
4b time on them because of the other subjects. Dean wished he had had the opportunity to study more physical education and health so he would have been a good athlete or coach.

Dean found high school very interesting; he enjoyed science and wished he could have learned more while he was in school. Math and physical education were most interesting; geography the least. Dean rarely had too much and sometimes too little time to spend on his courses. He feels he learned much less than he could have in high school. He has never used or forgotten geography and history.
4a On the other hand, he has used a little science and some math. Dean would have
1a liked instruction in industrial arts or more science and math, which would have been helpful in getting a better job.

During his teens, Dean was very active in sports, 4-H Club and church membership. He worked most of the time after school. Sometimes he would go hunting and fishing. On Saturdays, when he was not working, he would go exploring in the woods. Sundays he went to church and stayed around the house. Over summer vacations and holidays, Dean worked and sometimes played sports or went hunting. Dean had a special group of friends. They would go hunting, fishing and exploring together and sometimes playing sports. Dean wished he had more friends. He was very satisfied with his relationships with girls.

Dean quit school during his junior year. His father had broken a leg, and since he was the oldest son he went to work to help support his family. He had wanted to return to school and even decided to go back one year. But because of the work situation he was not able to do so. While he was in school he got B's in agricultural courses and physical education; C's in language arts, science, and general math; C's and D's in social studies.

Outside of school, Dean has learned different types of farming, mechanical repairs of farm equipment, and driving farm machinery. His knowledge of mechanical work had helped him to get his present job.

Dean met his wife in school in the 6th or 7th grade, and they were married in December 1969. She was like his mother and she enjoyed his activities. Now he would look for someone who has the same likes and dislikes as he has. Dean would avoid someone over-demanding. Dean's wife graduated from high school and is currently employed as a full-time cook. He is not sure what she makes a month. Previously, she had been a clothes cleaner. Dean and his wife go out once every two months or less, to movies, to eat, and to visit people. They rarely argue, but they sometimes disagree about certain things. They understand each other very well, and Dean is very satisfied with other aspects of their marriage. He wishes his wife would be a little more understanding. Having a close relationship with his wife is very important to Dean. "We now have a child and we want her to be able to have a good family and home life and have a better chance than we did." He is satisfied with his present situation in this respect. "We are really able to get along with each other and work our problems out."

The Parks' have a daughter born in November 1971. They do things with her almost all the time, like going to movies, visiting other people, going out riding and eating out. They are concerned about her getting a good education. Dean plans to have one more child but does not plan when. Being a good parent is very important to Dean, since he wants his child to have a better education and better opportunities than he did. He is very satisfied with his present status with respect to raising children.

In the 1960 TALENT survey, Dean indicated that he was planning a career as a biologist. Now he says that as a teenager he had considered some type of art or engineering, because he thought the future would be good in those fields. He realized that he would need a college education. Dean says he understood well the educational requirements of different jobs and understood very well his own abilities and interests. Before entering high school and during high school, Dean worked on a rice farm. From November 1963 to November 1965 he built roads. He changed jobs to get a better paying job. From that December until February 1966, he worked as a bus boy in a restaurant. He left when he was no longer needed. Dean does not say what he did between 1966 and 1967. In April 1967 he started working at his present job, working as a laborer. He does not report his salary.

Dean would like to have been able to find a better job, such as engineering, but he did not have the education. He had considered going to welding school but has not been able to do so. In his present job, Dean drives a truck, works a little around the shop, and does mechanical repairs. He works for the local government.

Dean learned all the necessary skills working on the job. He has learned the mechanics of a dump truck and how to drive one. This he learned from his supervisor. Dean would like to be advanced to supervisor some day. Aspects of work which he feels are very important are good income, job security, opportunity for advancement, freedom to make decisions, work that he feels he does well, interesting work, and a competent supervisor. Interesting work is present to a very large degree in his present job. Present to a large degree are job security, opportunity for advancement, work that he feels he does well, and a competent supervisor. Present to a moderate degree are good income and freedom to make decisions. Important aspects of work are worthwhile work, work that is challenging, work in his specialized area, pleasant surroundings, friendly co-workers, a job free from pressures and having clearly defined responsibilities and a supervisor who is pleasant and interested in his welfare. Present to a large degree are work in a specialized area, friendly co-workers, work having clearly defined responsibilities, and a supervisor who is pleasant and interested in his welfare. Present to a moderate degree are work that is worthwhile and challenging, pleasant surroundings, and work free from pressures. Having interesting, worthwhile, and rewarding work is very important to Dean and he is satisfied with his present work. "I have been able to advance in my job and might be able to advance further."

Dean wouldn't say what his earning were in 1973, and did not know what his earnings would be this year. He was not sure what his spouse's earnings were in 1973 or what to expect this year. Dean and his wife have $300 in savings or investments. Their income meets the family's needs very well. Dean expects the family income to be $15,000 in 1984. He has a pension plan for retirement. The Parks' rent a house for $100 in an urban area. They would like to buy a house some day. Their present housing meets their needs very well. Deans likes his neighbors and likes living near his friends. Having material comforts is very important to Dean, and he is very satisfied with his present economic situation.

Maintaining good health is very important to Dean, in order to provide for his family. He rates his present health as very good. Dean has regular check-ups, with the last one in March 1974. He has hospitalization insurance, which he feels is adequate. Dean smokes 7-20 cigarettes a day and almost never drinks. He is very satisfied with his present physical and mental health.

In his leisure time, Dean likes to work around the house, sit and watch TV, or listen to the radio. On Saturdays, he sometimes goes visiting or to the movies. On Sundays, he goes to church and stays around the house.

Dean likes to raise animals such as ducks and chicken for a hobby. He reads newspapers. On TV he watches That's My Mama, Good Times, and Movin' On. Passive recreation is very important to Dean, and he is very satisfied with his activities in this area. He watches football, baseball, and track meets. Active recreation is very important to Dean. He participates in football and baseball . He is very satisfied with his activities of this sort because he stays in shape.

Participation in political and public affairs are very important to Dean. He votes, and gets most of his information from the radio. Dean is satisfied with his present political activities, because "I vote on things that might be able to help me and my family."

Self-expression in a creative manner is very important to Dean, and he is very satisfied with his activities in this respect. Developing his mind is very important. "If I don't I will not be able to advance in my job and make a better living for my family." He intends to learn more about welding. Dean is satisfied with his activities in developing and using his mind.

Helping others is very important to Dean. "I like working with kids and help them better their lives." Dean is very satisfied with his helping activities. Dean has been a member of the Catholic Church since June 1969. He sang with spiritual groups and worked with them. Making ethical decisions is very important to Dean, and he uses his own feelings as guides. Developing maturity is very important to Dean at this time in his life. He is very satisfied with his present maturity, because "I am improving in my life activities." If Dean had more spare time, he would do more general activities.

Dean socializes 3-5 times a month, to shoot pool or play cards. Socializing is very important to him, to have fun and to meet friends. He and his wife are both satisfied with their socializing. Sometimes Dean would like to do other things such as working on cars. It is very easy for Dean to meet new people, and he has 1 or 2 close friends from parties and pool halls. Having close friends is very important to Dean, and he is very satisfied with the number of friends he has and his relationships with them.

Dean wished he had gone back to school and completed his education. This would have helped to get a better job. He is happy about his marriage and his child. Marriage was a period of change for Dean, since he was then on his own. He feels he has a clearer set of goals now than previously in high school. He would like to get a better job and work towards a better life.

Dean feels that education could contribute to improving life for the next generation by having trade schools and vocational schools "for those people who are not interested in the academic end of school."

Comment: Dean needed individualized instruction when he was in school. He had problems in writing and did not receive any help. He was held back in the 6th grade; Dean was working at the time and was unable to study. Dean thought this was beneficial for him. He was interested in agriculture-related courses, but was not able to spend enough time on them because of other courses. In high school, Dean needed vocational guidance and additional courses in industrial arts, science, and math.

Dean had to quit school in the 11th grade. His father had an injury and Dean had to work to support the family. He had wanted to return to school to finish his education but was unable to. Dean hopes to attend welding school someday.

DEVELOPMENTAL ABSTRACT 203033

NAME: Madge Tyron SEX: F GRADE: 10 RACE: white

ABILITIES:	Vo	E	R	Cr	MR	Vi	A	QR	M	Co
	8	75	23	4	9	8	9	6	6	26
	4	4	4	3	6	5	5	4	3	4

INTER:	Ph	Bio	Pub	LL	SS	Ar	Mu	Sp	H&P	BM	Sa	Com	OW	MT	ST	Fa	La
	16	20	13	16	29	4	26	25	3	14	17	21	27	21	19	17	20

QUAL LIFE:	MWB	He	Sp	Ch	Rel	Fr	Hlp	Gvt	Ln	Ma	Oc	Cr	So	AR	PR
RANK IMP:	1	1	1	1	1	2	1	5	1	1	2	2	2	2	3
RANK SAT:	3	2	1	2	1	2	2	0	2	3	3	1	1	3	3

OCCUP:010, housewife SALARY:$--- EDUC:Some H.S. MARITAL:D CHILD: 8T 8

POST HS TRAIN:---

HS LOC:MidEast, Urban Mod TYPE:Public SIZE:medium COURSE: Bus/Commerc

HS GRAD: 00 COLLEGE MAJOR: Not in school HIGHEST DEGREE:

OCCUP: FA-Proprietor MO-Housewife EDUC: FA-Grade 8 Know MO-Some H.S.

CUR LOC:Noreast EARN: $6,000 EDUC & DEVL FACTORS: 3C-3c, 4C-4b, *5a

Madge Tyron, a white female, was in the tenth grade of a medium-sized public high school when she was tested by Project TALENT in 1960. She was living in a moderate-income, urban community of a Middle Eastern state at the time. Her father, who had completed the eighth grade, owns coal trucks and works for a large steel company. Madge's mother, a housewife, had received some high school education. Madge has a sister a year older than herself and a brother who is only nineteen. While she was growing up, her family enjoyed a comfortable standard of living. Her parents got along well--"I can only remember four arguments"--and she often went on picnics, ice skating, or did other things with them. Madge was often treated fairly by her mother, but only rarely was so treated by her father, who was partial to her older sister. Her relationship with her father has gradually improved, however, and she has a stable relationship with her siblings. Family ties are very important to her and she is very satisfied with these relationships, because "My whole family says if they need anybody or if they want something, they can always count on me."

Madge took a business/commercial course of study in high school and says she "was mostly a B average on everything." In 1960 she indicated that she liked fairly well music, sports and office work. She was indifferent to physical and biological science, literary topics, sales, computation, mechanical and skilled trades, farming, and labor. Madge disliked a little public service and business management, and disliked very much art and hunting and fishing. Her tested abilities were a little above average in mechanical reasoning; average in abstract reasoning and visualization in 3D; a little below average in vocabulary, English, reading comprehension, quantitative reasoning, and computation; and somewhat low in creativity and mathematics.

Elementary and junior high school were interesting to Madge because the
3C teachers "used to sit and explain things and really help." However, she lost

interest following the merger of her school district with another, and the resulting introduction of new teachers who were, in Madge's opinion, inferior to her district's teachers and biased against the new students. In elementary school she never had to waste time on material she already knew, and rarely could not keep up with the other pupils, because she "had a good memory." Her special extra curricular interests were tap dancing and baton twirling. She
3C remembers that her second and third grade teachers were fond of their work, unlike "teachers today who're there for the money," but recalls that another teacher "used to hit kids with rulers and everything. . . But I never had no trouble with her." In junior high school, she rarely found the pace of instruction too fast or too slow ("the teachers were good"), but wishes she had
4c been able to take gym in elementary school; it was not offered there.

High school was very interesting to Madge. Her favorite classes were algebra and English literature--"I could never wait for that class to come." She did not care for her home ec class. She rarely found the pace of instruction too fast or too slow, and figures that she learned somewhat less than she could have in high school. The only skill that she learned there for which she has found some
4C use has been sewing; she says that what she learned in science and history has helped her get some of the answers right when she watches TV quiz shows. She wishes she could have taken shorthand in high school, as well as some sort of
4b vocational training which would have enabled her "to get a better job or something a little different." Shorthand would allow her to write down the words to songs
3C as she listens to them. She remembers that her gym teacher was "old-fashioned"
3c and took an interest in the students, but another teacher "was as mean as I think they could come."

Madge was married after her junior year in the summer of 1961. She wanted to finish her senior year and graduate but her bookkeeping teacher insisted that she
*5a had no place in school: "I'd have stayed if it hadn't been for her. . .She'd even wait in the halls and if she saw you walking past to classes, she'd pull you out and start yakkin' right in the hall. So I figured the only way to get away from her was to quit school." She thought she would soon go back and finish, but a succession of childbirths and moving around have prevented her from doing so. She doubts that she will find the time to get a GED in the forseeable future, as she has eight children and "It s just hard."

Madge was moderately active in Girl Scouts, a church youth fellowship, chorus, and the homemaking club. She worked after school at a candy store and later in

a textile shop; she spent her free time afterwards in the company of a group of girlfriends, mostly. They collected arrowheads on a nearby mountain, went to movies, Saturday night dances, swimming, or bike riding. She also took piano lessons and tap dance lessons. She played bingo Friday nights; she used to spend Sundays with her friends. She visited relatives over the summer and also spent a lot of time with her group. She says that she was not satisfied at all with her relationships with boys as a teenager, but comments that she had no interest in them until after she was married. Madge learned a lot about "getting along with people" and various practical skills such as first aid from being in the Girl Scouts and the church youth group.

Madge does not indicate the years she attended high school, but apparently she entered in 1958 and would have graduated in 1962. She has not received any formal training in any subject since that time.

Appearance and self-respect are the two most important traits which Madge would look for in a mate. She would avoid a braggart, a drinker, or somebody whose appearance was slovenly. She has dated about thirty men, including five boys with whom she was going steady simultaneously. Her husband quit high school at the same time she did, and then went to work as a construction laborer; he learned how to operate heavy equipment after leaving the military service, during which period he also got his GED. He was in a band and used to take Madge out once a week; she waited tables or sat with girlfriends while he sang. They often disagreed about everything; Mr. Tyron was "into trouble quite a few times with the law" due to his adulterous activities. Madge understood him well--"I used to predict what he'd do before he'd do it." She was moderately satisfied with other aspects of their marriage, but his constant womanizing led to the breakup of their marriage. Madge also felt that her husband was a poor example to their children and tried to get him to play a more active role in their development, but without success. The Tyrons were divorced in January, 1974.

Several months later, after an emotionally and financially trying time, Madge struck up a special relationship with a younger man. He is a hide splitter at a skin mill, and has had some vocational training after high school. Once every two months or less they go bowling or to movies; since their engagement has been announced, they visit her friends sometimes or go dancing. She says that they rarely argue when "he doesn't know who did what," and she feels that they understand each other very well. Madge is very satisfied with other aspects of their relationship but wishes he would shave his goatee. They hope to be in a more secure position, financially, before getting married. Having a close

conjugal relationship is very important to Madge because of the security it provides, and she is very satisfied with her present relationship in this respect: "We get along, yet we're not jumping into anything we can't handle."

Madge's first child, a boy, was born about a month following her marriage. Other sons have been born in 1964, 1965, 1966, 1968, and 1973. Madge's two daughters were born in 1962 (and died shortly afterwards) and 1970. She often takes them bowling, to movies, sleigh riding, swimming, or on picnics. She is not worried about her children--"They're all perfectly normal. They go to church every Sunday, which I think is important when you're growing up." Madge has had a hysterectomy, but would like to take in foster children, or adopt one or two, when her present children are grown up. "I love kids," she says, "They keep you active." Parenthood is very important to her and she is satisfied with her maternal roles, and expects she will be lonely when they are all grown up.

In 1960, Madge indicated that she wanted to become a nurse. She was influenced by medical programs on TV and still thinks of taking up practical nursing. She says that she understood the educational requirements of various jobs very well in addition to her own interests and abilities.

From the beginning of 1961 until August, 1963, Madge held four jobs at three different textile factories as a seamstress, hemmer, or cuff setter. She quit the last of these because her family moved to the West Coast, where her husband was stationed in the military from 1963 to 1964. She would like to be trained as a nurse, having cared for invalids on two occasions and having been frequently hospitalized herself. When her youngest is a bit older, she would like to find work either in a medical capacity or on a social service team. Having interesting and worthwhile work is important to Madge and she is only moderately satisfied being a homemaker "because I work and work and work and get nowhere sometimes."

Madge reports no earnings for 1973 but expects to receive $500/mo. via welfare and child support in 1974. She does not know what her husband's 1973 earnings were, or what they would be in 1974. She has only about $200 in savings now. She says that the income she receives meets her needs well but that she has trouble paying the utilities bills. She predicts her family's annual income will be around $8,000 in ten years, and expects "nothing maybe--maybe just social security if I can get it" in her old age. She is presently buying the small town home in which she and her children live; the mortgage value is $11,000. This house is large and meets her needs well, but she feels that many of the neighbors are too easily upset by her children's "normal" play activities. Material comforts and security

are very important to her and she is moderately satisfied with her standard of living: "With prices going up and the kids 'n' that--I can't have as much around as I want to."

Madge has been hospitalized for recurring back problems as well as for "nerves" during her divorce, and for her hysterectomy. She is concerned about being overweight and wants to have extensive dental work done. She considers her health very good and has not seen a doctor since she was sterilized in October, 1974. She has regular checkups but no health insurance. She smokes about two packs of cigarettes a day but considers this "a dirty, rotten habit" and cannot quit. She almost never drinks because she does not like the taste of alcohol. Tensions which arose in the course of her marital collapse led to her being hospitalized briefly in August, 1972. Remaining in good mental and physical health is very important to Madge so that she can raise her family. She is satisfied with her present state of mental and physical health.

Madge spends most of her day caring for her children or cleaning up the house. Occasionaly she is interrupted by neighbors or door-to-door salesmen. She works on the house or on the car on Saturday--"still nothing seems to get done"--and sends the children off to Sunday school the following day. This is her laundry day, too, and she plays games with her children in the afternoon, then helps them with their homework. Her hobbies are collecting Avon bottles and "painting with my liquid embroidery craft work." She occasionally reads newspapers, nothing else. Madge enjoys listening to country-western music and watches soap operas on TV. Activities of this nature are moderately important to her and she is moderately satisfied with them, but wishes she had more time. Active recreation is important to her; she enjoys dancing, traveling to see her family, playing baseball or badminton, and the exercise she gets playing with her children. She is moderately satisfied doing these things, but again wishes she had more time for them.

Madge is worried about drugs and violence, and keeps up on current events through TV and newspapers because they are the most convenient sources. Political participation is not important at all to her; she is convinced of her political impotence and does not even vote. She says that she does not know how to rate her satisfaction with her political involvement--"I don't care about any of them, they're all crooks, anyway."

Creativity is important to her. She considers her dancing creative and is very satisfied with this activity, her sewing, and her painting. Intellectual development is very important to Madge and she would like to learn more about

liquid embroidery. She is satisfied with her present intellectual development because she is "not overloading myself." Helping others is also very important to her; she counsels many neighborhood children as well as her own, and is satisfied, knowing that she is helping out. Since birth she has belonged to the Lutheran Church, but she no longer attaches importance to her attending church. Her marriage vows were akin to a spiritual experience for her, until she realized that she could not keep them. Making ethical decisions is very important to Madge; she thinks first of her children before making up her mind about anything important. Developing maturity is very important to her, and she feels that she accomplishes this end by being involved with people and helping her children. She is moderately satisfied with her maturity, but considers herself somewhat impatient. If she had more spare time, Madge would get more involved in school-related activities, Girl Scouts, and be more active in bowling and roller skating.

Madge socializes more than fifteen times a month, visiting friends' houses and playing cards, listening to records, chatting, or swimming and picnicking in the summertime. Social activities are important to her and she is very satisfied that she spends a good deal of time with her friends. She is upset by some of the gossiping her friends engage in, however, as well as their negative attitudes toward their children. Madge says her ex-husband is moderately satisfied with her social activities. It is easy for her to get acquainted with people she meets, and she has a few close friends in the neighborhood where she is living. Close friends are important to her for mutual support, and she is satisfied with the number of friends she has and her relationships with them.

Madge attributes the failure of her marriage to her immaturity at the time. "Everything was nice when we were going out, but then when you get married, you see how they really are," she states. She wishes she had not gotten married, had finished school and become a nurse. She is very happy that she and her boyfriend have decided to get married, and considers him very mature and thoughtful. Madge has been able to handle everything that happened to her except the divorce, but she has learned to cope with that. She does not think that anything would have cushioned the shock of her husband's absence from the family. Madge has become more outspoken and determined since her husband was in the military, and naturally, since the divorce; these were the two turning points in her life. Her goals have become more clear to her since she was in high school; "Number one is getting into practical nursing," and she would also like a house in the country. Madge believes that most teachers today are indifferent to their work, and are teaching only for the money. She thinks that schools should offer practical skills as well

as a solid academic background for those wishing to enter a professional field.

COMMENT: Clearly a victim of prejudice against pregnancy in high school, Madge has suffered ever since. She wanted to stay in school but one teacher made it her special duty to ostracize pregnant girls, with the result that Madge never got around to finishing her high school studies or pursuing a nursing career.

DEVELOPMENTAL ABSTRACT 624073

NAME: Maggie Utley SEX: F GRADE: 09 RACE: White

ABILITIES:	Vo	E	R	Cr	mR	Vi	A	QR	M	Co
	17	95	44	14	8	14	13	13	17	46
	9	7	8	8	5	9	8	8	8	8

INTER:	Ph	Bio	Pub	LI	SS	Ar	Mu	Sp	H&F	BM	Sa	Com	OW	MT	ST	Fa	La
	9	9	24	26	28	30	20	30	20	19	27	8	20	5	8	21	10

QUAL LIFE:	MWB	He	Sp	Ch	Rel	Fr	Hlp	Gvt	Ln	Ma	Oc	Cr	So	AR	PR
RANK IMP:	3	1	1	1	2	1	2	3	2	1	1	2	3	2	2
RANK SAT:	3	3	2	3	2	1	3	2	3	3	3	3	3	3	3

OCCUP:499, reader and corrector for English teacher SALARY:$ 800.00 EDUC:Ph.d/Prof MARITAL:M CHILD: 11

POST HS TRAIN:

HS LOC:W-Coast, large city TYPE:Parochial SIZE: medium COURSE: CollegePrep

HS GRAD: 63 COLLEGE MAJOR: English HIGHEST DEGREE: BA ,68

OCCUP: FA-Accountant MO-Housewife EDUC: FA-4-yr Coll MO-HSD or GED

CUR LOC: Western state EARN:$001000A EDUC & DEVL FACTORS: 1b, 2a, 3c, 4c

Maggie Utley, a white female, was in the 9th grade of a medium sized parochial school in one of the largest cities in the western states at the time of the 1960 Project TALENT Survey. Her father, having graduated from a four year college, was an accountant-auditor. Her mother, having graduated from high school, was a homemaker. Their current occupations are the same. Maggie has three brothers and two deceased siblings. While she was growing up, Maggie's family's financial situation was comfortable. Her parents got along well together, and the family often did things together such as going to church, going on vacations, and eating together. Her father was "too strict" and treated Maggie fairly sometimes. Her mother treated her fairly almost all the time. The relationships have changed, since Maggie is no longer under her parent's physical or financial control; she loves them and they love her. They are a close family and this is important to Maggie. She is satisfied "because most of the time the pleasures outweigh the problems."

Maggie's curriculum in high school was college prep. She got B's in English, history, sociology, and religious history; and C's in French, biology, chemistry, algebra, geometry, typing, business law, P.E, and home economics. On the TALENT abilities test she scored very high in visualization; high in vocabulary, reading, creativity, abstract reasoning, quantitative reasoning, math, and computation; fairly high in English, and average in mechanical reasoning. On the Interest Survey, she indicated that she liked literary subjects, social studies, art, sports, and sales fairly well; she was indifferent to public service, music, hunting and fishing, business management, office work, and farming; she disliked physical science, biology, computation, skilled trades, and labor a little; and she disliked mechanical trades very much.

Elementary and junior high school were interesting to Maggie, though she often

2b felt bored when she had finished her lessons and didn't have anything to do. In grades 1-6, Maggie was often required to spend time on material she already knew and remembers 2b* "finishing an assignment before the rest of the class and just sitting and waiting, with, you know, required not to move around." She was rarely unable to spend enough time on something. Special interests included sports, girls clubs, and other school 3c activities. An ineffective teacher at this time was immature and would give good grades when a student didn't deserve them. In junior high, time was sometimes wasted on material Maggie already knew; she often wasted her time in 7th grade, but not in 8th. Rarely did she not have enough time to spend. Maggie now wishes she had learned "more concepts rather than facts and to learn it more subjectively rather than objectively." She 2a* thinks she would have benefitted from being advanced, saying "I was so bored, and I was a little bit older than most of the kids in my class."

High school was only slightly interesting to Maggie, as she wasn't really interested in some of the courses she had to take for college. She especially disliked science and enjoyed English, sociology and history. Her interest dropped when she became more interested in extra-curricular activities. Sometimes she had to spend more time than needed on a subject, and sometimes was unable to spend enough time in her science classes. She learned much less than she could have in high school and since then has forgotten what she learned in French, business law, and sewing. She has used what 4c she learned in typing, reading, and writing. Maggie now wishes she had a chance to learn ceramics, painting, drama, and music to "open up more possibilities," and "I wish I had gotten to know the teachers on a more personal basis...it could have made education more subjective--more real." An effective sociology teacher was good looking, personal, and could make the material interesting to discuss. An ineffective teacher rambled and "I don't think she liked us, or else she was afraid of us."

During her teen years, Maggie was very active and was committee chairman in a church group; she was very active in a neighborhood gang; she was freshman class president; and she was moderately active in volleyball.After school she did housework and hung around. She did the same on Saturdays, also babysitting, exploring the city, dating, and doing things with girlfriends. Sundays were for church, being with friends, and she did a lot of dating "that really took up a lot of my interest." During the summers she went on vacation. Maggie had a special group of friends she did things with and she was moderately satisfied with her relationships with the opposite sex. Outside of school she learned "certain moral and ethical values. I guess the biggest thing would be "do unto others as you would have them do unto you." She graduated

from high school in 1963 with a diploma and a C+ average.

Maggie attended a junior college in her area from September 1963 till January 1966, majoring in English. She then attended a state university, majoring in English and social sciences, going on in 1968 to do graduate work in English. She was moderately well prepared for this experience, being able to read and write "better than average." She was ill-prepared in not being able to memorize. In her English major, Maggie spent a lot of time taking required courses. She was in the Secondary Education program. In her social science minor, she took many sociology classes. When she was at junior college, Maggie spent her time outside of studies working and dating. At the state university she dated, was in the sorority, wrote poetry and other creative writing, was in the Rally Club, and was in a club responsible for bringing cultural events to the college. When she first entered college, Maggie majored in psychology and social welfare, changing to English in her second year because psychology required too much science and being a teacher seemed "to encompass all the other things, for some reason. It seemed to encompass psychology and sociology and you're studying about what people have written." Major disappointments were four broken romances and difficulties getting into the English program and difficulties graduating because of poor grades; "It made me realize that if you really want something, with a lot of hard work and a little luck, chances are you might get it, especially if you figure out how the system works." Her education was financed 85% by her parents and 15% by herself, which was a problem. Maggie feels this experience met her needs well, as she is qualified to teach in high school and has learned to handle independence. It failed to meet her needs in
2b that it was too highly structured and regimented. Maggie thinks there should be less required subjects, less conformity, less emphasis on grades, and an advisor "who knows
1b what he's doing." Maggie would now go away to school instead of staying home for junior college, although financially she couldn't have done it. She also could have "gotten to know instructors more personally. Been more aggressive."

Maggie's graduate education has made a very important contribution to her. She got her teaching credential and "I brought my graduate grade point up which opened up the future for pursuit of higher degrees. I was able to pursue my interest for a change, instead of taking all the required courses." She is frustrated that she got her teaching credential and now cannot find a job. At the "time of the student confrontations", Maggie realized that change comes very slowly. She is frustrated that she cannot find a job and that the schools are not ready for the way she is prepared to teach. Maggie got her MA in 1969 with a B average.

Informally, Maggie learned to write poetry, "a lot of psychology... some of the things that we'd be up against once we left the community of the college. The importance of being able to support yourself--survival--mental and physical survival", and the importance of friendship. She learned these things through talking to people, living with people, helping others, and being away from home. "I feel that I have a chance to have a more fulfilling life than if I hadn't had the experiences."

Maggie married her present husband in September 1969 and they have a girl, born in 1971. Growing up with 3 brothers and having a chauvinistic father have helped Maggie to decide on the traits she would like in a mate. She looks for honesty, the ability to communicate, sexual attraction, kindness, the ability to love, being a good father. She would avoid dishonesty, unkindness, and the inability to love. Her husband, who is 29, has a master's degree. He is a full time salesman and a part time teacher. Maggie would not reveal his income, saying it varies. They go out together once or twice a month, going to dinner or to a social function, or going on short vacations. They often argue "about everything": money, raising children, relatives, where to go or what to do, personality traits, friends, male chauvinism. They argue because there is not "one captain for the ship" and because of Maggie's "very ethnic Irish background." They are very satisfied with other aspects of their relationship and although right now there is nothing Maggie would change about her husband, she might want to change everything tomorrow, depending on her mood. Having a close relationship with her husband is very important to Maggie because "I'm happier when I have a close relationship." She is satisfied, saying "It is so hard to answer because everything changes from day to day. I don't know really how to answer that. I'd say satisfied because I believe in the inevitability of change."

Maggie did not say anything about her child, rating her parenthood as very important and saying "Being a parent is probably the most controlling factor in my life." She is moderately satisfied, "Because the whole business of being a parent is very difficult as well as rewarding. I am a parent in a time when people--many people--have to choose the size of their families and I personally didn't have much preparation in how to do it."

In 1960, Maggie planned to be an artist. Thinking she "could save the world", Maggie thought about teaching, social welfare, or some kind of service when she was a teen. She thought college was required for any of these. She understood the educational requirements of different jobs moderately well, saying "I can't really say that the information wasn't there. I just didn't think about it." She understood her own abilities and interests only slightly, not knowing herself and not understanding why

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she got bad grades. She couldn't memorize facts and "I was shown very little relationship between what I was doing in the classroom and real life."

During high school, Maggie worked in a gas station store and babysitting. From March 1964 until September 1967, part time and during the summer, Maggie worked as a sales clerk. During the summers of 1968 and 1969 she was a clerk-typist at a near-by universtiy. She was a substitute teacher from February 1969 until June 1970. She then worked for a month as a cashier,and in 1973 found her present job as an English reader and correcter for a near-by high school. Maggie has decided that although she is not against teaching high school, she would prefer teaching on a junior college or college level. Long range dreams include teaching women's studies in college or openning her own school. Social pressures influenced her not to pursue careers in writing and as a professional musician. She felt pressured to pursue a strictly academic career, and not to be a musician because she is a woman. In her current job with the local school government, Maggie corrects high school English papers, trys to encourage the students "along the lines that I think will be most helpful to them." She learned the skills that she needs for her present job while she was in high school and college. Her spelling and other skills have been improved on the job. She expects no advancements, but hopes some opportunities will open up. Job characteristics that are very important to Maggie include: freedom to make decisions, worthwhile work, challenging work, pleasant surroundings, interesting work, flexible hours, and a competent supervisor. Important factors are: good income, opportunity for promotion, work she does well, work for which she prepared, and friendly co-workers. Of these factors, present to a large degree are: work she does well, flexible hours, friendly co-workers, and a competent supervisor. Freedom to make decisions, worthwhile work, work for which she prepared, pleasant surroundings, and interesting work are present to a moderate degree. Challenging work and opportunity for promotions are present to only a slight degree, and good income is not at all present. For personal fulfillment and money, Maggie wants to work outside the home. Interesting, worthwhile work is very important "So I'm not bored. I hate to be bored." She is moderately satisfied, not yet having achieved a lot of her goals.

In 1973 Maggie earned $65 and expected to earn $800 or more in 1974. She would not reveal her husband's earnings, and says they have not much savings. This income meets the family's needs only slightly well, because of inflation. She has a pension plan and social security for retirement. Maggie and her husband rent a house in an urban-suburban area for $165 a month. They want to buy land, and are not sure

whether they want to buy a house. The housing meets the family's needs moderately well, but they want more land, more privacy, and don't like the cars and pollution. Material comforts are moderately important to Maggie; she feels that good food, a nice home, conveniences, and a car are important, but she doesn't believe in security "I've seen too many people think they have all the security in the world and it's gone." She is moderately satisfied, looking forward to things changing.

Maggie was hospitalized from 1948 to 1951 for osteocondritus, or softening of her hip bone. Her left leg is shorter and she develops water on the knee. This interferes with her activities sometimes, but she rates her health as very good. When younger, she had concerns about being too tall. She last saw a doctor in 1974 to have an IUD removed and has regular checkups. She has inadequate health insurance in the form of hospitalization, major medical, and health maintenance plan insurance. She smokes 7 to 20 cigarettes a day and drinks less than once a week. She was twice so depressed that it interfered with her activities, once in college, and after the birth of her child. To make life enjoyable, her health is very important to Maggie and she is moderately satisfied, smoking and drinking coffee too much and not getting enough exercise.

During the day, Maggie does housework, corrects English papers, cares for her daughter, visits friends, and does something after supper such as watching T.V., going for a walk, going for a ride, working in the yard. She might also pick up English papers, grocery shop, or play her guitar. Saturdays are for taking trips, as is Sunday. Maggie's hobbies are playing the guitar and taking care of plants. She reads newspapers, magazines (MS, Saturday Review, National Geographic, Photoplay, Redbook), and books (The Bell Jar, The Green Darkness, Cat's Cradle, The Second Sex, Open Marriage). On T.V. she watches movies, Maude, Sanford and Son, and World of Disney. She listens to rock on the radio and blues and blues rock on records. Her life style allows her to do these things, which are important to her; wanting to do a lot of other things, she is moderately satisfied. Active recreation, such as traveling and playing her guitar are important to her "because I feel better while I'm doing these things and if I have done them, fairly often." Wanting to do more, she is moderately satisfied. All of the social and political conditions in this country concern Maggie and she keeps informed with T.V., radio, Newspapers, news magazines, friends, relatives, books, and underground publications. Maggie's previous political activities have convinced her that it is "unrewarding and ineffectual" to get "worked up about it," so it is moderately important to her to be involved. She talks to people and votes and is satisfied.

It's important to Maggie to express herself creatively and she writes songs, macrames, and works with plants. She is moderately satisfied, wanting to do more. Developing her mind is important and she recently took a women's class. She'd like to learn more about women's studies. She is moderately satisfied, wanting to do more. Helping others is important to Maggie because she is a "natural born and frustrated teacher." Her work allows her to do this, and she is moderately satisfied, although there is "not enough opportunity and financial considerations." She has belonged to the Catholic church since birth and had an important religious experience that she can't describe. Making right ethical decisions is very important to Maggie, and her upbringing helps her do this. Developing maturity is very important and she reads, talks and thinks. She is moderately satisfied, having a lot to learn and experience. If given more time, she would take walks, play the guitar, take vacations, build a house, have a farm.

Maggie socializes 6-9 times a month, getting together with people and attending classes. This is moderately important and she is moderately satisfied, wishing she could spend more time with special friends. Maggie would not rate her husband's satisfaction with their social life. Maggie's a little shy and finds it moderately easy to get to know people. She has a few close friends who share each other's trust and enjoy each other's company. Her friends are very important and Maggie is very satisfied.

Looking back, Maggie wishes she had become self-supporting earlier, and that she hadn't graduated as a teacher at the time she did. She is glad she went to the university and that she has friends. Maggie was not ready to handle pregnancy and parenthood, and "taking care of myself financially and emotionally." She thinks that "Possibly a more realistic attitude toward life instead of a romantic attitude" could have helped prepare her for life. Major changing points were her marriage, leaving school, and her pregnancy. Leaving school, she left a community of friends and mental stimulation to live in a small town. She did not feel ready to be responsible for another life, and had not experienced a birth before. Her plans for the future are to get a teaching job and/or go back to school for a higher degree and/or make a lot of money and buy a farm. Her education, friends, husband, and social and economic conditions have helped her to set these goals. As for education, Maggie says "I think in order for this earth to survive, values and priorities have to be redefined and education should help by helping people to learn how to make decisions--not necessarily what decisions they should make. I think teachers should try to treat students as individuals. An the last thing would be to prepare people for the realities of life."

Comments: Maggie's education did not lack in quality, but was not individualized enough for her to take full advantage of it. She needed more career guidance (she feels now), and she would have benefitted by being advanced and allowed to progress as her own speed. Maggie was also deterred from entering some careers because of social pressures, and a clearer understanding of her own abilities and interests would have been helpful.

DEVELOPMENTAL ABSTRACT 246703

NAME: Sherry Vine SEX: F GRADE: 09 RACE: White

ABILITIES:	Vo	E	R	Cr	MR	Vi	A	QR	M	Co
	3	55	13	4	4	7	2	7	9	6
	1	2	2	3	2	5	1	5	5	2

INTER:	Ph	Bio	Pub	LL	SS	Ar	Mu	Sp	H&P	BM	Sa	Com	OW	MT	ST	Fa	La
	13	19	32	26	26	15	33	30	33	30	12	31	28	25	15	22	7

QUAL LIFE:	MWB	He	Sp	Ch	Rel	Pr	Hlp	Gvt	Ln	Ma	Oc	Cr	So	AR	PR
RANK IMP:	1	1	1	1	1	1	1	3	1	2	1	2	1	1	2
RANK SAT:	1	1	1	2	1	1	1	2	2	2	2	1	1	1	1

OCCUP: 755, misc. accounting SALARY: $ 100 EDUC: HSD or GED MARITAL: M CHILD: 2T 2
POST HS TRAIN:
HS LOC: MidWest, Urban Mod TYPE: Public SIZE: medium COURSE: Bus/Commerc
HS GRAD: 63 COLLEGE MAJOR: Not in school HIGHEST DEGREE:
OCCUP: FA-Laborer MO-Housewife EDUC: FA- laborer MO- housewife
CUR LOC: Midwest EARN: $000000I EDUC & DEVL FACTORS: 1c 2c 3B 4a

Sherry Vine was a white student in the 9th grade in a Midwest state when she participated in Project TALENT in 1960. She lived with her mother and father in a moderate to high income, urban community, and attended a medium-sized public high school. Her father had two years of vocational school after high school, and worked as a laborer. Now that he is retired, he "works the family farm." Her mother finished 6th or 7th grade, and was a housewife when Sherry was in school. Now she works part-time in a tomato cannery, and part-time in public relations for a farm co-op. Sherry has three older sisters, an older brother, and a younger brother. When Sherry was growing up the family did things together almost all the time. "Working together. We built a whole house. We went on vacations." They had the necessities financially, and her parents got along well. She felt she was understood and treated fairly by both parents almost all the time, and her relationships with them haven't "changed at all," except now they talk "on the same level." She and her siblings are "closer knit" now. Family relationships are very important to her and she is very satisfied in this respect because they all see each other as often as they can.

In high school Sherry was enrolled in a business/commercial curriculum. On the Project TALENT Interest Inventory she indicated that she liked public service, literary-linguistic fields, social service, music, sports, hunting and fishing, business management, computation, office work, and mechanical-technical fields, fairly well. She was indifferent about biology and medicine, and farming, and she disliked physical sciences, engineering, and math; art; sales; skilled trades; and labor, a little. On the Ability tests her scores were average in visualization in 3D, quantitative reasoning, and math; somewhat low in creativity; low in English, reading comprehension, mechanical reasoning, and arithmetic computation; and very low in vocabulary and abstract reasoning.

Sherry went to an elementary school for kindergarten through 6th grade, and
3B a junior high for 7th and 8th, and she found school interesting. "They kept me busy. The teachers made (the subjects) interesting by the way they presented them to us." Her level of interest sometimes varied, as she liked P.E. a lot in some grades, and liked to sew a lot in other grades. "I liked to cipher and I liked spelling bees."
2c She had some difficulty with penmanship. "When I went fast you couldn't read what
2c I wrote." She "wasn't a fast reader" either, but this did not cause her too many problems. She never got special help with either of these things. In the elementary grades she often had more time to learn the material in her classes than she needed. This happened in 3rd grade because it was a combined 2nd-3rd grade class, and they would have to spend time waiting for the teacher to finish with one part of the class and come back to Sherry's part of the class. She never felt that the class went too fast for her in any of the elementary grades. In junior high she never had extra time in her classes, but sometimes didn't have enough time in bookkeeping (the arithmetic part). Sherry wishes she had had the chance to learn "the correct way of swimming" during these grades. She also wishes that homemaking classes would have given information about "why ranges or stoves, appliances, are good - how to make them last longer" and that sort of thing. Sherry's favorite teacher showed a lot of "concern". She was "always cheerful; never seemed to come to class in a terrible mood. She was always in high spirits." In junior high Sherry had a teacher she considered poor. "She taught health. She didn't smell good. We learned about being clean by her being the opposite. I never remember her telling us about female problems."

3B In September 1959 Sherry began high school and found it interesting because of the teachers. Drama, P.E., math ("even though I did terrible"), and typing were the most interesting to her, and "science! -biology" seemed the least interesting. Her level of interest in her studies changed from being very interested in business
1c to preferring home ec. "I wished I'd have gone into home ec. but it was too late." She never had more time than she needed in her classes, but sometimes didn't have
3B enough time in algebra and typing. Her best teacher was her P.E. teacher. "She gave me responsibilities that made me feel like I was important. I took over P.E. classes with the 7th and 8th if the teacher had a meeting. She told me about the facts of life." Her poorest teacher was her biology teacher. At one point she spent 9 hours on a theme for his class but she knew he couldn't grade all their papers by the next day. "I figured he averaged our grades and didn't actually grade the papers. And that was half your grade." He had 103 students. Sherry feels that she learned much less in high school than she could have, and she has forgotten or never used science, algebra, and biology. She has been able to use "a little bit of French, and

typing and bookkeeping, and math, in her sewing, keeping her checkbook, in her jobs, and with her neighbor who was from France. She wishes she had had a chance to learn more sewing, and more about taxes. "I felt so lost getting out of school. When you're out of high school you have to buy things for your home. Taxes. I think they ought to stress the fact that in the world when you go to make a living, there is
4a some things you have to know. They ought to have some class that lets you know a little more about the world you're going to face. Quality of clothing, everything. I wish there was more special classes such as upholstering, planning the house, how to raise children." "I wish I'd had the Bible as a subject" because "the Bible shows how important love is."

During her teens Sherry was very active in the pep club and a religious club, and she also participated in a performance put on by a drama group. After school she worked at home or as a waitress or car-hop. On Saturdays she helped around the home and garden, and on Sundays she went to church, took afternoon drives, and visited grandparents. "It was a family day." During the summers the family took trips to visit relatives, and Sherry worked at jobs, also. She had a special group of friends during these years who went "bowling, drove around the drive-ins, played records, and danced." She wishes she had had more and closer friends because, she says, "I feel they were people who thought they were better than me. We would speak in high school, but that was as far as it goes. If I'd had more close friends, there'd be more now to still see." She was only slightly satisfied with her relationships with boys because she was shy. "I figured I was better off being shy."

Sherry graduated from high school in May 1963 with a C grade average. She had gotten B's in language arts, French, biology, and P.E. and driver education. She had gotten C's in social studies, math, and business education.

Outside of schools and formal learning situations Sherry has learned the "bookkeeping I did at the newsstand, taking inventory, etc. As a waitress you see people, you realize or see people as different, having different attitudes when they come in." She has also learned "leadership in several church organizations and in social work with the church. It got me close to people that are uneducated and don't live very well, and this makes you look at yourself in a different aspect. You know how it would be if you didn't have that." "The group I've been involved with in church has been my whole life. That's my whole purpose -- being loved and loving other human beings. I know why I'm here."

In September 1964 Sherry married a man she met at one of her jobs. He has had one year of college, and works as a manager of a store that sells automobile tires. They go out to dinner together once or twice a month, or go parties with friends from their church. They sometimes argue, but they understand each other well, and Sherry is satisfied with other aspects of the marriage. Being close to her husband is very important to her for the sake of being loved and for companionship. She is very satisfied in this respect because she is "loved and respected." They have two daughters, born in 1968 and 1971, and Sherry does things with them almost all the time. She doesn't plan to have any more children because "two is plenty." Being a parent is very important to her "because they're our next generation and I want mine to be a well-liked person, a friendly person, a good asset to the world." She is satisfied in this respect because she feels like a "good parent" and she feels that she "can talk" to her children.

In 1960 Sherry indicated that she wanted to be an elementary school teacher, but planned to be a lawyer. Now she reports that as a teenager she was thinking about being a secretary because it sounded good. She knew many girls who were secretaries and that influenced her. She thought she would need to have had typing, bookkeeping, math, and English. She feels she knew the educational requirements for jobs in general, moderately well. "I knew enough to satisfy me. As far as I was going. I wasn't aware of jobs available. You heard of teachers, doctors, lawyers, secretaries, and the business field. You never hear about the underman: the tool and die business -- there's so many fields in a certain plant and a lot of qualified men in each little job. They belittled or didn't mention those jobs." She feels she knew her own abilities and interests only slightly. "Now I'm capable of anything. I didn't know that I could be a leader. Now I know what goes into organization. I'm very active in several clubs now."

From August 1963 to May 1966 Sherry worked as a quality control inspector. She took the job because she needed the money, and because her sister worked there, and she left the job when she married because she "wanted to play awhile." Her next job, from October 1967 to October 1968 was a clerk job in a baby clothing store. She was helping out her friend who was the manager, and she quit because she was expecting a baby. Now she works parttime, with no regular hours, in her husband's store, doing office work. She began this in 1971, and her pay varies depending on the task she is given.

In her current work she does filing, cash deposits, and banking. Before she started this work she had skills in bookkeeping, filing, and banking from high school and

everyday life. Since she has been doing this work she had learned to use the adding machine and learned about computer cards and "all the computer can do." She has learned these things from her husband. She expects to "do everything except sell tires." Her views about working have changed over the years. "I thought I wanted to be a secretary and now, in no way. Being a parent is so much more important than I ever realized before. I am doing the community a justice by raising them rather than getting out and being a secretary or some other such job." The Bible and her spiritual life have influenced her most in this outlook. Her long range plan is to work with her husband in furniture, especially refinishing furniture. She had at some time considered teaching as a career, but didn't pursue it because "it's too time consuming." Her current work with her husband gives her a chance to "be outside a little. Everybody needs an adult to talk to instead of a child." Her main career is as a mother though, and she would like to "speak to parents on how important their child-raising is." Having worthwhile work at home or in a job is very important to her, and she feels "useful" and is satisfied.

Aspects of a job that Sherry considers very important are job security, freedom to make her own decisions, friendly and likeable co-workers, a competent and pleasant supervisor, clearly defined responsibilities, and work that is challenging, worthwhile, interesting, and that she does well. Her present job provides all of these except job security and freedom to make her own decisions, to a very large degree. It provides freedom to make her own decisions to only a slight degree, and job security not at all. Aspects of a job that Sherry considers important are work in the area in which she prepared, flexible hours or long vacations, and freedom from pressures and deadlines. Her present job provides freedom from pressures and deadlines to a very large degree, flexible hours or long vacations to only a slight degree, and work in the area in which she prepared, also to only a slight degree.

Sherry never gives any indication of the kind of wages she earns in her work, but she says that she will earn $100 in 1974. She expects that her husband, who makes $650/month, will earn $14,000 in 1974. This income meets the family's needs well. They own a home valued at $25,000-30,000, in a suburban community in the state where Sherry grew up. Having material comforts and possessions is very important to her, and she is very satisfied with their house and financial situation.

Sherry reports that she is in very good health, and that she doesn't drink or smoke. She was hospitalized in 1966 for 8 days for an enlarged ovary, but otherwise she has had no major health problems, nor regular medications. Staying healthy is

very important to Sherry for the sake of her husband and children, and she is very satisfied because she has a lot of energy and accomplishes a lot "in a day's time."

Sherry spends her days taking care of the house and meals, doing shopping, and "always painting and varnishing — something of that nature." She also bowls, plays cards, watches TV, sews, reads to her children, sings, and does gymnastics with her children, in addition to working for her husband's store sometimes. Saturdays are usually like weekdays because her husband works, and Sundays are for visiting relatives or other people. Bowling, sewing, cooking, and decorating are her hobbies. She reads magazines such as Good Housekeeping, True Story, and Home Decorating, and religious books, such as Praise the Lord Anyway and Who Am I? On TV she watches doctor shows, and family shows, and on the radio, she listens to rock and roll and jazz. Passive recreation is important to her, and she is very satisfied in this respect. Active recreation is very important to her, and she bowls; swims; and plays softball, badminton, and tennis. She is a committee member in the YWCA. "I feel like I am using my body's energy to the fullest. I'm a better person when I'm active. I'm making people happy and it's rewarding to me too." She is very satisfied with her active recreation.

As far as political or social issues, Sherry says she is concerned about "the ex-President's health." "I want to know what's going on in the community." Her news sources are TV, radio, and organizations because they're "available." Participating in local or national affairs is moderately important to her, and she says, "I do my job just by voting. Other than that, I do very little." She is satisfied about this.

Creativity is important to Sherry and she is very satisfied about this aspect of her life. "I've done a lot of things that was worthwhile. Every time I sew, I feel creative." Continuing to learn and develop her mind is very important to her. "You should learn. You're never too old to learn. We find out more about ourselves by learning." She has taken a sewing course, and plans to learn more about sewing and tailoring, and typing. She is satisfied in this respect.

Helping others is very important to her. She sends "Care" packages to students that are in her church, and helps out a needy family. She is on the service committee of her church in addition to a YWCA committee. She is very satisfied with her helping activities. She is a member of a non-denominational Christian church, and she joined because of similar beliefs, in 1971. Her baptism was an important religious

experience for her. Making ethical decisions is important to her, and she is guided by "god, and common knowledge." Developing maturity and understanding is important to her, she says, "because I feel that I ought to know where I'm going, or have an idea." She reads and talks with older people, and she feels satisfied with her present maturity and ability to solve problems and make decisions.

Sherry goes out 10-15 times a month to play cards, talk, or play ping-pong. Socializing is very important to her, and she "gets a great uplift from sharing good times with other people." Both she and her husband are very satisfied with their socializing. Getting to know people is very easy for her, and having close friends is very important to her "because a person needs to be wanted and needed and loved." She has some close friends in her church, and "lots of people who dearly love" her, and she is very satisfied.

Sherry is particularly happy about sending her daughter to first grade rather than have her repeat kindergarten, changing their home loan to a bank rather than a savings and loan, and taking more responsibility on herself rather than have the bank do it. As far as the rest of the decisions she has made during the course of her life, "Nothing's turned out too bad. I think we're all healthy." Some situations arose which she wasn't ready to handle, though. "I wasn't ready for a child or a home." When she left high school she was "shocked — just realizing that you were facing that big, big world! Out on your own. After you do leave high school it's like having a baby -- they can tell you and tell you about it, but there's just no way to prepare you." She thinks schools could provide consumer information and know-how as well as "more about parenthood, rather than 'prevent parenthood' (that was stressed)." Major turning points in Sherry's life were marriage and the birth of her first child. She began to think in terms of "our" instead of "mine" in her marriage, and life took on a lot more meaning with the arrival of her children. Her goals now "all bear on the children." "Just want them to be happy."

Sherry says, "Education means a lot to me. Education is necessary. Knowing what we face now and by statistics that have been proven — seems like the more knowledge you have about something makes it more easier to cope with. It's our world, so we ought to know more about it." She mentions the idea of teaching people how to better utilize food and deal with "an economic shortage" and the 4-H Club being an asset to children, "not just farm children."

Comment: Sherry seems quite satisfied with her role as mother and part-time worker in her husband's business. She enjoyed school and had good teachers, though she did not get much in the way of career counseling. Exposure to more job possibilities would have been good, but not crucial to her present quality of life. She feels she could have used much more in the way of preparation for the world.

APPENDIX F

Local Coordinators and Interviewers

Assisting in Data Collection

Location	Coordinator & Institution	Interviewer
Akron, Ohio	Dr. Gerald Barrett Chairman Dept. of Psychology Univ. of Akron	Bert Hayslip
Alamogordo, N.M.	Dr. W. Paul Jones Director of Student Affairs New Mexico State Univ.	(same)
Albany, Ga.	Dr. Edward C. F. Chang Chairman Dept. of Psychology Albany State College	(same)
Albany, N.Y.	Dr. Leonard V. Gordon State Univ. of New York	Martha McAvin
Albuquerque, N.M.	Dr. Ralph D. Norman Professor of Psychology Associate Dean The College of Arts & Sciences Univ. of New Mexico	John Jacobson Vega Lalire
Alexandria, La.	Mr. Anthony Gauthier Louisiana State Univ.	Diana Gauthier
Alexandria, Va.	Mr. Theodore Rosen Hum RRO	(same)
Allentown, Pa.	Dr. Roger G. Knudson Director of Counseling Center Cedar Crest College	Cynthia Anderson Henry Way
Amarillo, Tx.	Dr. Charles H. Clawson State Licensed Psychologist Formerly at Amarillo College	Lucy A. Clawson
Americus, Ga.	Dr. William Dragoin Chairman Dept. of Psychology Georgia Southwestern College	(same)

Location	Coordinator & Institution	Interviewer
Ames, Iowa	Dr. Fred H. Borgen Dept. of Psychology Iowa State Univ. of Science and Technology	Donald Rosen
Amsterdam, N.Y.	Dr. Lloyd J. Thomas Supervisor of Clinical Psychiatry Montgomery County Mental Health Clinic	William Wytrival
Anaconda, Mont.	Mr. William A. Gallegher School Counselor	(same)
Anchorage, Ak.	Dr. Marjorie J. Hill Division of Corrections State Correctional Center Dept. of Health and Soc. Svcs.	Donna E. Whitman Janice Cole
Ann Arbor, Mich.	Dr. Elizabeth Douvan Dept. of Psychology Univ. of Michigan	Carol Mowbray
Asheville, N.C.	Dr. Walter Boland Chairman Dept. of Sociology Univ. of N. Carolina	Margaret Boland
Ashland, Ore.	Dr. James Armson Professor of Psychology Southern Oregon College	(same)
Aspermont, Tx.	Mr. G. Rhoads Superintendent of Stonewall County Schools	(same)
Athens, W. Va.	Dr. Jan Williams Atkins Assoc. Professor Dept. of Psychology Concord College	Marcia McDonough
Atlanta, Ga.	Dr. C. L. Holland Dept. of Psychology Georgia State Univ.	Denise Taggert Diana Hartley Daniel Paulk
Auburn, Ala.	Dr. Andrew Weaver Dept. of Secondary Education Auburn Univ.	Rooney Britt
Augusta, Ga.	Dr. James L. Maish Dept. of Psychiatry Medical College of Georgia	Rosemary Bowen

Location	Coordinator & Institution	Interviewer
Austin, Tx.	Dr. Gordon V. Anderson Dept. of Educational Psychology Univ. of Texas	(same)
Baltimore, Md. / Washington D. C.	Dr. Donald K. Pumroy College of Education Univ. of Maryland	Nancy Allgire Kristen Angstadt Rosalind Leibowitz Marcee Smith Sharon Wallace
Baltimore, Md.	Dr. Gerald Williams School of Health Services Johns Hopkins Univ.	Susan Baver
Barbourville, Ky.	Dr. Robert Bryant Dept. of Sociology Union College	(same)
Barnesboro, Pa.	Mr. Blair Leonard Director of Guidance Northern Cambria High School	(same)
Batesville, Ark.	Prof. Stephen G. Freeman Dept. of Sociology Arkansas College	Van Funderbunk
Baton Rouge, La.	Dr. Laurence Siegel Dept. of Psychology Louisiana State Univ.	Philip Varca
Beaumont, Tx.	Dr. Walter Dezelle Assoc. Professor Dept. of Secondary Education Lamar Univ.	Clifton Butler
Beloit, Wis.	Dr. Thomas F. Warren Dept. of Education Beloit College	(same)
Bemidji, Minn.	Dr. Kathryn N. Bradfield Professor and Chairman Dept. of Psychology Bemidji State College	Lorna Sullivan
Bend, Ore.	Dr. Mel Jordan Counseling Center Central Oregon Community College	James Grant

Location	Coordinator & Institution	Interviewer
Benton Harbor, Mich.	Mr. Edward Stern Chairman Dept. of Psychology Lake Michigan College	Ralph Patema
Big Stone Gap, Va.	Dr. John Meyer Mountain Empire Community College	Ann Burkhalter
Billings, Mont.	Dr. John Self Rehabilitation Counseling Program Eastern Montana College	(same)
Binghamton, N. Y.	Dr. Stanton E. Wixson Assoc. Professor Programs in Professional Education State Univ. of New York	Michael E. Laughlin Helen Parshall Karen Wixon
Birmingham, Ala.	Dr. Eugene W. Thompson School of Education Univ. of Alabama	(same)
Blacksburg, Va.	Dr. Charles D. Noblin Chairman Dept. of Psychology Virginia Polytechnic Inst.	John Fanis
Bloomington, Ind.	Dr. Donald Coan School of Education Indiana Univ.	(same) Carolyn Stoaff
Blytheville, Ark.	Mr. Charles Weidman Counselor Gosnell School	(same)
Boise, Idaho	Dr. Steve Thurber Dept. of Psychology Boise State Univ.	Marion Siquardson
Boston, Mass.	Dr. Glenn Johnson Program in Clinical Psychology and Public Practice Harvard Univ.	(same)
Boynton Beach, Fla.	Dr. Nell Craft Hardage School Psychologist Palm Beach County	Shirley W. Graham
Brainerd, Minn.	Dr. Dewayne T. Chesley Counselor	(same)

Location	Coordinator & Institution	Interviewer
Bridgeport, Conn.	Dr. Judith K. Steiber Assoc. Professor Dept. of Psychology and Counseling Psychology Univ. of Bridgeport	Graydon Causey Martin Lane
Bronx, N. Y.	Dr. George Domino Director Counseling Center Fordham Univ.	Delores Tenczynski Karen Zager Paul Critelli Mark Searle
Brooklyn, N. Y.	Ms. Frances Stancavage (formerly) National Opinion Research Center American Institutes for Research	(same)
Brownwood, T	Dr. Ken Bewley Chairman Dept. of Education Howard Payne College	(same)
Buffalo, N.Y.	Dr. James W. Julian Chairman Dept. of Psychology State Univ. of New York	Howard Deitch Ursula Pfeiffer
Calamus, Iowa	Mr. John Soderlund School Counselor Calamus Community School	(same)
Cambridge, Mass.	Dr. Cathy Widom Asst. Professor Dept. of Psychology Harvard Univ.	Mary LaCamera
Campbell, Ca.	Ms. Jean Low School Counselor	(same)
Canton, Mo.	Dr. Jack McBride Professor and Chairman Dept. of Psychology Culver-Stockton College	David Williams
Casper, Wyo.	Dr. Bruce E. Tollefson Dept. of Psychology Casper College	Charles K. Burnett
Central City, Neb.	Mr. Bob Kuhn School Counselor Central City High School	(same)

Location	Coordinator & Institution	Interviewer
Champaign, Ill.	Dr. Lloyd Humphreys Professor Dept. of Psychology and Educ. Univ. Of Illinois	Joan Schubert Barbara Plichta
Charleston, S.C.	Dr. Alan Haynes Johnson Asst. Professor Family Practical Research Medical Univ. of South Carolina	Anne Nason
Charleston, W. Va.	Dr. Patricia P. O'Reilly Dept. Of Psychological Serv. Kanawha County Board of Ed.	Jorea Marple
Charlotte, N.C.	Dr. Josh Haskett Asst. Professor Dept. of Psychology Social Behavior Preschool Education and Day Care Univ. of North Carolina	Sheila A. Quinn Joanne Wilson Charles Beeson
Charlottesville, Va.	Dr. Earl A. Glosser Assoc. Professor Dept. of Education Director of Counseling Univ. of Virginia	Jean Dunman Roxanne Devstch
Chattanooga, Tenn.	Dr. Orrin H. Cross Assoc. Professor Dept. of Psychology Univ. of Tennessee	Kay Sundstrom
Chicago, Ill.	Ms. Paulinda Ly Reading Specialist Former AIR staff	(same)
Chicago, Ill.	Dr. Samuel Mayo Professor Foundations of Education Loyola Univ.	Anne D. Kennard
Chicago, Ill.	Dr. Bertrand Cohler Asst. Professor Committee on Human Development Univ. of Chicago	Jay Magazine Pamela Perun
Chico, Ca.	Dr. James V. Pierce Chairman & Professor Dept. of Psychology Calif. State Univ.	Patrick Kimerer

Location	Coordinator & Institution	Interviewer
Cincinnati, Ohio	Dr. Howard B. Lyman Dept. of Psychology Univ. of Cincinnati	Perla Anne Comassar Shoshana Le Vine
Clarksville, Tx.	Dr. Fred Fisher County School Superintendent Red River County	Bonnie Rogers
Clay Center, Kan.	Mr. Rod Herrs High School Counselor Clay Center Community High S.	(same)
Cleveland, Miss.	Dr. Howard L. Runyon Chairman and Assoc. Professor Dept. of Guid. & Counsel. Delta State College	Wm. K. Kuykendall Carol Shaw
Cleveland, Ohio	Dr. Jane W. Kessler Professor Dept. of Psychology Case Western Reserve Univ.	Susan Dragovich
Clinton, S. C.	Dr. Jack R. Pressau Dept. of Psychology and Counselor Training Presbyterian College	Ted Hunter
College Station, Tx.	Dr. Donald G. Barker Professor Dept. of Educational Psych. Texas A. & M. Univ.	Lee Millikin
Colorado Springs, Col.	Dr. Earl Molander Dept. of Economi & Bus. Admininstration Colorado College	Ann B. Molander
Columbia, S. C.	Dr. Carroll Monroe Colgan Asst. Professor Univ. of South Carolina	Thomas Duggan Charlotte Watkins

Location	Coordinator & Institution	Interviewer
Columbus, Ohio	Dr. Sara Finn Kriger Gen. Counselor Vocational Counselor Ohio State Univ.	(same)
Corinth, Miss.	Mr. Bobby Dean Davis School Psychologist Alcora County Schools	(same)
Corpus Christi, Tx.	Dr. Rhoda S. Newman Counselor Del Mar College	(same)
Cortez, Colorado	Mr. James K. McWilliams Director of Special Services Montezuma County School Dist.	(same)
Danville, Va.	Dr. Roy W. Frazier Clinical Psychologist Psychodiagnosis (formerly - Stratford Col.)	Candace Smorel
Dayton, Ohio	Dr. Richard Vestiwig Asst. Professor Dept. of Psychology Wright State Univ.	Patricia Vendt
Decorah, Iowa	Dr. Elwin D. Farwell President Luther College	Paul Hjelle
Del Rio, Tx.	Mr. Hector R. Flores Counselor Texas Rehab. Comm. Div. of Vocational Reh.	(same)
Denton, Tx.	Dr. Edward C. Bonk Professor Dept. of Counseling Educ. North Texas State Univ.	David T. Barland

Location	Coordinator & Institution	Interviewer
Denver, Colo.	Dr. Paul Bradley School of Education Univ. of Colorado	Thomas Miller
Denver, Colo.	Dr. Albert Ramirez Assoc. Professor Dept. of Psychology Univ. of Colorado	Susan Quintana
Detroit, Mich.	Dr. John Vriend Professor Dept. of Guidance and Counseling Wayne State Univ.	Jeffrey Kottler
Douglas, Ariz.	Dr. James T. Young Dean of Student Affairs Cochise College	(same)
Duluth, Minn.	Dr. Bernard Covner Assoc. Professor Dept. of Vocational and Educational Counseling Univ. of Minnesota	Frank Helquist
Duncan, Ariz.	Mr. A. L. Stephens School Superindendent	(same)
Durham, N. H.	Dr. Ronald P. Curcio Asst. Professor Dept. of Education Univ. of N. Hampshire	Wm. L. Day Stephanie Curcio
Dyersburg, Tenn.	Dr. H. Blaire Bentley Chairman Division of Social Sciences Dyersburg State Comm. Coll.	W.A. Edwards
East Lansing, Mich.	Dr. William A. Mehrens Professor College of Education Michigan State Univ.	Stephen Downing

Location	Coordinator & Institution	Interviewer
East Orange, N. J.	Dr. Ammon Roth, Jr. Professor Dept. of Psychology Upsala College	Cheryl Roth
E. Stroudsburg, Pa.	Dr. Peter Bedrosian Chairman and Professor Dept. of Psychology East Stroudsburg State College	(same)
Ellijay, Ga.	Mr. Calvin Jackson Superintendent Gilmer County Schools	(same)
El Paso, Tx.	Mr. James F. Day Professor Dept. of Educational Psychology and Guidance Univ. of Texas	Nadine Prestwood
Enid, Ok.	Dr. Lloyd Taylor Dept. of Sociology Phillips Univ.	Jackie Howsden Karen Bode Curths
Erie, Pa.	Dr. Richard Herbstritt Dept. of Education Gannon College	Michael Herbstritt
Eugene, Ore.	Dr. Leona E. Tyler Asst. Professor College of Education Univ. of Oregon	Gerry L. Deffenbacher
Eunice, La.	Dr. Hannelore Pfann Chairman Dept. of Psychology Louisiana State Univ.	(same)
Evansville, Ind.	Dr. Joel S. Dill Asst. Professor Dept. of Education Univ. of Evansville	Timothy K. Buecher
Fairfield, Idaho	Mr. Al Glanders School Counselor Camus County Schools	(same)
Fairfield, Iowa	Mr. Denny Nelson Counselor Cardinal High School	(same)

Location	Coordinator & Institution	Interviewer
Fayetteville, Ark.	Dr. E. Philip Trapp Professor and Chairman Dept. of Psych. Univ. of Arkansas	(same)
Fayetteville, N. C.	Dr. Patricia K. Morgan-Renaud Clinical Psychologist Formerly Dir. of Psych., Cumberland Co. Mental Health Ctr.	Donald M. McCaskill
Fitzgerald, Ga.	Dr. J. Y. Moultrie Superintendent Fitzgerald City Schools	Harry Galvin
Flat River, Mo.	Dr. Richard Caster Office of the President Mineral Area College	Virginia Rosenstengel
Florence, S. C.	Dr. Gary W. Hanson Clinical Psychologist Dev. Theory & Method Dept. of Psychology Francis Marion College	Mrs. Scott Jones
Fond du Lac, Wis.	Sister June Marie Desmond Coordinator Dept. of Psychology Instr. and Human Relations Marian College	(same)
Fort Myers, Fla.	Dr. Audrey Muller Chairman Social Sciences Division Edison Community College	Robert Cotharin
Fort Pierce, Fla.	Dr. Martha L. Kelly President Kelly & Associates, Inc.	Craig Forshag
Fort Wayne, Ind.	Dr. Paul Schuler Chairman Dept. of Education St. Francis College	Martha Jane Avery
Fort Worth, Tx.	Dr. S. B. Sells Professor and Director Institute of Behavioral Res. Texas Christian Univ.	Marcia Butler

Location	Coordinator & Institution	Interviewer
Freehold, N. J.	Ms. Carolyn Nilson Coordinator County Career Education Dept. of Public Education Monmouth County	(same)
Fulton, Mo.	Dr. Gale L. Fuller Professor and Chairman Dept. of Psychology Westminster College	Dr. Donald S. Spencer
Gadsden, Ala.	Ms. Kathy Vance Etowah County Courthouse	(same)
Gainesville, Fla.	Dr. Wilse B. Webb Graduate Res. Professor Dept. of Psychology Univ. of Florida	Michael Bounct
Gainesville, Ga.	Dr. W. Beecher DuVall Pioneer Cooperative Educational Service Agency (formerly at Brenau College)	(same)
Goldsboro, N. C.	Dr. Margaret Nicholls Wiebe Director Program Development Dept. of Human Resources State of North Carolina	Terrance Dyer Pamela Whitehorne Gretchen Wilbur
Goshen, Ind.	Dr. S. L. Yoder Professor and Chairman Division of Education and Psychology Goshen College	Robert Zuercher
Goshen, N. Y.	Mr. Raymond Cramer Director Dept. of Special Education Orange County B.O.C.E.S.	(same)
Greensboro, N. C	Dr. Wallace Phillips Chairman Dept. of Counselor Education Univ. of North Carolina	Bruce Kozak

Location	Coordinator & Institution	Interviewer
Greenville, Ill.	Dr. Delbert D. Catron Chairman Dept. of Psychology Greenville College	Sara Ridpath
Greenville, N. C.	Dr. Clinton Prewett Chairman Dept. of Psychology E. Carolina Univ.	Harry Youngblood
Greenwood, S. C.	Mr. Wendell B. McCartney Beckman Mental Health Center	Vernice Cooper
Greybull, Wy.	Mr. James O'Boyle School Psychologist	(same)
Griffin, Ga.	Dr. Kenneth Ciraval Director Psychological Services Cooperative Educational Services Agency	Richard Puls David Alper Ricki Robbins
Gulfport, Miss.	Dr. G. Kinsey Stewart Director Gulf Coast Mental Health Center	Roger O. Fox
Hagerstown, Md.	Dr. George D. Warner Clinical Psychiatrist Private Practice	Edward J. Yeunek
Hanover, Ind.	Dr. Robert Ireland Dept. of Psychology Hanover College	(same)
Hardinsburg, Ky.	Mr. Ralph Tucker Superintendent Breckinridge Co. Schools	(same)
Harlingen, Tx.	Ms. Pat Tolle School Counselor	Rebecca Westen
Hattiesburg, Miss	Dr. John D. Alcorn Chairman Dept. of Counseling & Guid. Univ. of Southern Miss.	F. W. Milling

Location	Coordinator and Institution	Interviewer
Helena, Mont.	Dr. Lester D. Edens Child & Clinical Psychologist	(same)
Herndon, Penn.	Mr. Warren E. Hassinger Superintendent Line Mountain District Schools	(same)
Holdrege, Neb.	Dr. Houston R. Kerr Dept. of Tech. Psychotherapy and Personality Theory Hastings State Hospital	(same)
Hondo, Tx.	Mr. Richard C. Lynch Counselor Hondo Independent School District	(same)
Honolulu, Hawaii	Dr. Peter Dunn-Rankin Professor Dept. of Educational Research and Developmental Center Univ. of Hawaii	Selvin A. Chin Chance
Houston, Tx.	Dr. Dennis Nelson Psychologist Downtown Northwest Counseling Center Univ. of Houston	(same)
Hugo, Colo.	Mr. Harold Kravig Counselor Hugo High School	(same)
Humboldt, Kan.	Mr. Charles Bell Psychologist Southeast Kansas Mental Health Center	Marvin Bell
Huntington, W. Va.	Dr. George Ward, II. Chairman Dept. of Psychology Marshall Univ.	Elaine Justice
Huntsville, Ala.	Mr. Leroy Mendenhall Office of Counseling & Testing Univ. of Alabama	(same)

Location	Coordinator & Institution	Interviewer
Indianapolis, Inc.	Dr. Robert G. Neel Professor & Chairman Dept. of Psychology Purdue Univ. - Indiana Univ.	Susan Steinoff
Iowa City, Iowa	Dr. Harold Bechtoldt Professor Dept. of Psychology C.I. Study Coordinator Univ. of Iowa	Norman Stone
Jackson, Miss.	Dr. Waitus R. Burris Assoc. Professor Univ. of Mississippi	Ruth Bettandorf
Jacksonville, Fla.	Dr. David Konigsburg Personnel Director & General Manager The Prudential Insurance Co.	Don Pellicer
Jamestown, N. D.	Dr. Claire Quinlan Jamestown College	(same)
Jefferson City, Mo.	Mr. A. H. Baldwin Assoc. Warden Program Services Missouri State Prison	George Lombardi
Johnstown, Pa.	Mr. William Kory Asst. Professor Dept. of Geography and Social Sciences Univ. of Pittsburgh	(same)
Jonesboro, Ark.	Dr. Robert F. Abbott Professor & Chairman Div. of Counseling and Educ. Arkansas State Univ.	(same)
Joplin, Mo.	Dr. Clark I. Guillams Chairman Dept. of Psychology Missouri Southern State College	(same)
Kalamazoo-Battle Creek, Mich.	Dr. Subhash R. Sonnad Assoc. Director Dept. of Sociology Western Michigan Univ.	Lavonne Hill
Kalispell, Mont.	Mr. Herman Androes Assoc. Director Community Mental Health Center	Robbie Lewis

Location	Coordinator & Institution	Interviewer
Kansas City, Mo.	Dr. Marilyn K. Rigby Professor Dept. of Psychology Rockhurst College	Robert L. McRoberts Jeanne Nickel Margaret Hinkel
Keene, N. Hamp.	Dr. Homer E. Stavely, Jr. Assoc. Professor Dept. of Social Sciences Keene State College	(same)
Kimball, Neb.	Mr. Charles Morehouse Kimball County Schools	(same)
Kingston, R. I.	Dr. Stanley Berger Dept. of Psychology Chafee Social Science Center Univ. of Rhode Island	Carle Diclemente
Knoxville, Tenn.	Dr. Louise W. Cureton Senior Research Scientist American Institutes for Research	George Trever
Ladysmith, Wisc.	Dr. Edwin Blackburn Exec. Director Plans & Programs Mount Scenario College	R. Lee McNair
Lafayette, Ind.	Dr. William Asher Professor Dept. of Education & Psychological Services Purdue Univ.	Barbara J. Wintz
Lafayette, La.	Dr. B. Geraldine Lambert Chairman Dept. of Psychology Univ. of Southwestern La.	Mark Wikmski
Lafayette, La.	Mr. Michael Pecot School Psychologist St. Mary's Parish and Univ. of Southwestern La.	Gene Speyer
LaGrange, Ga.	Dr. Robert Price Professor Dept. of Psychology La Grange College	Marcus Gewinner

Location	Coordinator & Institution	Interviewer
Laguna Beach, Ca.	Dr. William Routt Director South County Regional Mental Health Center	Molly Routt
Lake Charles, La.	Dr. Toffee Nassar, Jr. Chairman Dept. of Educational Psych. McNeese State Univ.	George Kuffel
Lakeland, Fla.	Dr. Richard R. Burnette Chairman Dept. of Psychology Florida Southern College	
Lamar, Colo.	Mr. Barney C. Miller School Counselor	(same)
Lancaster, Pa.	Dr. Jack Heller Ass t. Professor Dept. of Psychology Franklin & Marshall Coll.	Sherri Zucker Robert Post Sheldon Solomon Bruce Hatcher
Langdon, N. D.	Ms. Fanny Valentine, R.N. Public Health Nurse Langdon County School Dist.	(Same)
Laramie, Wyo.	Dr. Arden J. White Professor College of Education Univ. of Wyoming	Kathleen M. Dwan
Las Vegas, Nev.	Dr. Frederick E. Kirschner College of Education Univ. of Nevada	Lynn Rosencrantz
Lawton, Okla.	Dr. Richard M. Mock, Jr. Assoc. Dean of Students Office of Student Services Cameron State Agricultural Coll.	Monte Dover
Lenoir, N. C.	Ms. Harriet P. Lipe Counselor Dept. of Human Resources Div. of Vocational Rehab. State of N. Carolina	Margaret S. Dabrowski
Lewiston, Maine	Dr. Thomas B. Johnson Psychologist Private Practice	Noma Faghihi-Shirazi

Location	Coordinator & Institution	Interviewer
Lexington, Ky.	Dr. William E. Stilwell Asst. Professor College of Education Univ. of Kentucky	Gary Stewart Jerry Bish
Libby, Mont.	Mr. Robert Herrig Superintendent Lincoln County Schools Lincoln County Courthouse	(Same)
Liberal, Kan.	Mr. Gordon A. Gardiner Director Southwest Guidance Center	Neal McChristy
Lincoln, Neb.	Dr. John Flowers Asst. Professor Dept. of Psychology Univ. of Nebraska	Arleen C. Lewis Mary Bray
Little Rock, Ark.	Dr. David Louis Wood Assoc. Professor & Chairman Dept. of Psychology Univ. of Arkansas	(same)
Logan, Utah	Dr. E. W. Wright Professor Dept. of Psychology Utah State Univ.	Paul Warner
Los Angeles, Cal.	Dr. Milton Holmen Assoc. Dean School of Bus. Administration Univ. of Southern Calif.	Henry Heald Elaine Waxer
Los Angeles, Calif.	Dr. Alex D. Aloia Director Couns. Ed. and Prof. Ed. Loyola Univ.	Virginia Burmeister
Louisville, Ky.	Dr. Thomas H. Koltveit Professor Voc. Couns. and Ed. Couns. Univ. of Louisville	Lorena Giguet
Lubbock, Tex.	Dr. Welborn K. Willingham College of Education Texas Tech Univ.	Elizabeth Robinett
Lucasville, Ohio	Mrs. Bertha Phillips School Counselor Valley Local High School	(same)

Location	Coordinator & Institution	Interviewer
Lucedale, Miss.	Ms. Ellen Ralph School Counselor	Mary Ellen Rouse
Luray, Va.	Mrs. Marjorie P. Berrey School Counselor Luray High School	(same)
Macomb, Ill.	Dr. Patricia L. Hutinger Early Childhood Elem. Ed. Western Illinois Univ.	Carol Hills
Macon, Ga.	Dr. E. Stephen Gallegos Professor and Chairman Dept. of Psychology Mercer Univ.	Doris Gallegos
Madison, Wis.	Dr. Michael J. Subkoviak Asst. Professor Dept. of Educational Psych. Univ. of Wisconsin	Patricia L. Busk
Makawao, Hawaii	Mr. Steve George Research Psychologist	Allan Camara
Manchester, N. Hamp.	Dr. Chris D. Kehas Director Pupil Personnel Services	Irene Lonergan
Manhattan, Kan.	Dr. Fred Bradley Asst. Professor Dept. of Administration & Foundations of Education Holton Hall Kansas State Univ.	Bob Mead Joseph Cousins
Manhatten, N.Y.	Ms. Heidi Washburn National Opinion Research Center	(same)
Manitowoc, Wisc.	Sister Ruth Ann Myers Assoc. Professor Dept. of Psychology Silver Lake College	(same)
Marion, Ohio	Mr. Shrenik K. Shah Director of Psychological Services Marion Correctional Institute	Debi Everly N. Reasoner
Mirassa, Ill.	Mr. Michael Sullivan School Counselor Marissa High School	(same)
Mason City, Iowa	Mr. Carl J. Grosland Director, Spec. Ed. and School Psychologist	(same)

Location	Coordinator & Institution	Interviewer
Memphis, Tenn.	Dr. Charles T. Kenny Criterion Development Associates, Inc.	Tom Yamokoski
Mena, Ark.	Mrs. Mary Ellen Wimberly School Counselor Mena High School	(same)
Meridian, Miss.	Ms. Jackie William Instructor Dept. of Psychology Meridian Junior College	Ethel Bryan
Miami, Fla.	Dr. Juliet Lewis Dept. of Psychology Miami-Dade Community College	Tom Torok
Middlebury, Vt.	Dr. David L. Prouty Assoc. Professor Dept. of Psychology Middlebury College	Gordon Barr Judith L. Gibbon
Milwaukee, Wisc.	Dr. Judson A. Harmon Project Director Metro Research Cooperative Educational Service Agency 19	Kathy Kahoun Ross Shimek
Milwaukee, Wisc.	Mrs. Ida Johnson Social Worker Dept. of Health & Social Ser. State of Wisconsin	Mrs. Janalee Gruber (later assumed position of coordinator)
Minneapolis - St. Paul, Minn.	Ms. Beverly Kaemmer Editor Univ. of Minn. Press	(same)
Mobile, Ala.	Dr. Marvin Gold Chairman Dept. of Special Education College of Education Univ. of South Alabama	Walker B. LeFore, Jr.
Moline, Ill.	Dr. Harold L. Little Director Personal & Public Rel. Serv. Black Hawk College	John C. Parker Mary Stewart
Monterey, Ca.	Dr. Sharon Faye-Johnson Coniglio Counselor Dept. of Student Personnel Monterey Peninsula College	David L. Winter
Montgomery, Ala.	Dr. Chester D. Mallory Director Testing & Psych. Services Alabama State Univ.	Lewis Williams

Location	Coordinator & Institution	Interviewer
Morgantown, W. Va.	Dr. Arnold Levine Chairman, Dept. of Sociology West Virginia Univ.	Roger Trent
Mount Vernon, Ill.	Mr. Robert Mihall Administrative Assistant Jefferson County Comprehensive Services, Inc.	Beverly Dodds
Muncie, Ind.	Dr. Patsy A. Donn Chairperson, Dept. of Counseling Psychology and Guidance Services Teachers College 622 Ball State Univ.	Joe House Marilyn House Mark Feigenbaum
Murfreesboro, Tenn.	Dr. Glenn Littlepage Asst. Professor Dept. of Psychology Middle Tenn. State Univ.	(same)
Murray, Ky.	Dr. Charles A. Homra Chairman, Dept. of Psychology Murray State Univ.	(same)
Nashville, Tenn.	Dr. Donald Thistlethwaite Professor Dept. of Psychology Vanderbilt Univ.	Ronald Rusk Michael Ketchen
New Brunswick, N. J.	Dr. Jack Bardon Professor of School Psychology Graduate School of Applied & Professional Psychology Rutgers Univ.	Charles Maher Larry Farmer
New Concord, Ohio	Dr. H. Edwin Titus Professor and Chairman Dept. of Soc. Psychology Muskingham College	(same)
New Orleans, La.	Dr. Jerry Fryrear Dept. of Psychology Tulane Univ.	Randall M. Hori
Norfolk, Va.	Dr. Eugene W. Kelly, Jr. Asst. Professor School of Education Old Dominion Univ.	Fae Deaton
Norman, Okla.	Dr. Alan Nicewander Dept. of Psychology Univ. of Oklahoma	Sarah Boyson

Location	Coordinator & Institution	Interviewer
North Platte, Neb.	Dr. William G. Hasemeyer President North Platte Jr. College	(same)
Norton, Mass.	Dr. Leonard Hassol Professor Dept. of Psychology Wheaton College	(same)
Olean, N.Y.	Dr. Thomas P. Delaney Supervising Psychologist Cattaraugus County Mental Health Services and Guidance Center	Robert Chapman
Omaha, Neb.	Dr. Richard L. Wikoff Assoc. Professor Dept. of Psychology Univ. of Nebraska at Omaha	Donna Curry K. Ferguson
Oneonta, N.Y.	Dr. Howard Berkowitz Professor and Chairman Dept. of Educational Psych. State Univ. of New York	Anne Cohen
Orlando, Fla.	Dr. Dan Walton Assoc. Director Developmental Center Florida Technological Univ.	Judson Huggins, Jr. H. Ray Berry
Orono, Maine	Dr. Charles O. Grant Director Center for Counseling and Psychological Services Univ. of Maine	Michael Sohngen
Owatonna, Minn.	Mr. Jerome Zetah School Psychologist 610 East School	(same)
Pawleys Island, S.C.	Dr. Martha G. Thomasko Chairman Dept. of Psychology Univ. of S. Carolina, Coastal Carolina Regional Campus	(same)
Pendleton, Ore.	Dr. Charles D. Rosenquist School Psychologist School District	(same)
Pensacola, Fla.	Dr. Frances Y. Dunham Chairman Dept. of Psychology Univ. of Western Florida	Deborah Graves

Location	Coordinator & Institution	Interviewer
Peoria, Ill.	Dr. Harold John Benner Director Counseling Center Bradley Univ.	Bonnie Delinski
Phelps, N.Y.	Dr. Richard Reynolds Psychologist Newark State Schools Dept. of N.Y. Mental Hygiene	Susan Champion
Philadelphia, Pa.	Dr. Fred Davis Professor Graduate School of Education Univ. of Pennsylvania	Robert Zupkis Barbara West Irving Sears
Pittsburgh, Pa.	Dr. James F. Voss Professor Dept. of Psychology Univ. of Pittsburgh	Timothy Mulholland
Plainview, Tex.	Ms. Dorothy Tullis School Counselor Plainview High School	(same)
Plattsburgh, N.Y.	Dr. Peter A. Hornby Assoc. Professor Dept. of Psychology State Univ. of New York	Susan M. Champagne
Plymouth, N.C.	Mr. Dalton Finch Guidance Director Washington County Schools Washington County Board of Educ.	(same)
Portales, N. Mex.	Dr. Ben Luck Chairman Dept. of Psychology Eastern New Mexico Univ.	(same)
Portland, Ore.	Dr. George S. Ingebo Area Administrator Planning and Evaluation Portland Public Schools	Lyle Love
Poughkeepsie, N.Y.	Dr. John M. Duggan Vice President for Student Affairs Vassar College	Donald Voorhees
Providence, R.I.	Dr. Hollis B. Farnum Associate Dean for Community Service Division of University Extension Univ. of Rhode Island	Kathryn Rifley
Provo, Utah	Dr. M. Gawain Wells Asst. Professor Dept. of Psychology Brigham Young Univ.	Micol R. C. Maughan

Location	Coordinator & Institution	Interviewer
Quincy, Ill.	Dr. Frank R. Froman School Psychologist Quincy Public Schools	(same)
Raleigh, N. C.	Mr. Nathan Rice Deputy Warden Raleigh State Prison	Emory Holden
Redding, Ca.	Dr. David L. Wilson Clinical Psychologist (formerly at Far Northern Regional Center Mental Retardation)	Carla Alexander
Redfield, S. Dak.	Dr. Harry Houser Director Psychological Services and Placements Redfield State Hospital and School	(same)
Red Oak, Iowa	Ms. Carla Cossairt School Psychologist County Superintendent Montgomery County Courthouse	(same)
Reno, Nev.	Dr. Wayne S. Martin Director of Continuing Educ. Univ. of Nevada	(same)
Rexburg, Idaho	Dr. Jay L. Risenmay Director Counseling Center Ricks College	Carol Clements
Reynoldsville, Pa.	Dr. Barton Gilbert Blakeslee Director, Rehabilitation and Program Development Goodwill Industries of North Central Pennsylvania, Inc.	Edward Kelso
Richmond, Va.	Dr. William Jennings, IV Dept. of Psychology Randolph-Macon College	(same)
Riverside, Ca.	Dr. Spencer Kagan Dept. of Psychology Univ. of California	Mary Sanders Hillary Green
Rochester, N.Y.	Dr. Irene Athey College of Education Univ. of Rochester River Campus	Joan Conway Robert J. Massa Mary Trepanier
Rockford, Ill.	Mr. Kenneth W. Griswold Assoc. Professor Dept. of Psychology Rockford College	Charles A. Alexander

Location	Coordinator & Institution	Interviewer
Ronan, Mont.	Dr. Gordon F. Gerrish Community Mental Health Consultant Western Montana Regional Community Mental Health Center	Marion Noice
Russellville, Ark.	Dr. David Long Chairman Dept. of Behavioral Sciences Arkansas Polytechnic College	Marion Johnson
Ruston, La.	Dr. Richard Giesse Assoc. Professor School of Education Louisiana Tech Univ.	Bernice Giesse
Sacramento, Ca.	Dr. Melvin A. Angell Professor Director, Testing Service California State Univ.	Jacqueline La Claire Lynell Heaps
Saginaw, Mich.	Dr. Janet Robinson Asst. Professor Dept. of Psychology Saginaw Valley College	Gertrude M. Allen
St. Louis, Mo.	Dr. Thomas Coffman Dept. of Psychology Maryville College	Sister Martha Robbins
St. Louis, Mo.	Dr. Michael McNeil Dept. of Psychology Univ. of Missouri	Anthony Udziela
Ste. Genevieve, Mo.	Mr. Earl Wilson School Counselor Ste. Genevieve Sr. High School	(same)
Salem, Va.	Dr. George B. Kish Professor and Chairman Dept. of Psychology Roanoke College	Susan Burgard
Salisbury, Md.	Dr. Edmund T. Delaney Assoc. Professor Dept. of Psychology Salisbury State College	Dan Gallagher
San Antonio, Tex.	Dr. Alvin G. Burstein Professor and Chief Division of Psychology Health Science Center at San Antonio Univ. of Texas	Joseph Grande Thomas Traynor

Location	Coordinator & Institution	Interviewer
San Diego, Ca.	Dr. Paul Bruce Professor Dept. of Counselor Educ. San Diego State Univ.	Ann Carli
San Francisco, Ca.	Dr. John De Cecco Professor Dept. of Psychology Calif. State Univ.	Gary Schaeffer
San Jose, Ca.	Dr. William Winter Professor Dept. of Education San Jose State Univ.	Larry Reeve
San Luis Obispo, Ca.	Dr. Donald Cheek Counseling Center California State Polytechnic College	Calista P. Cheek
Sandusky, Ohio	Mr. Robert G. Green School Psychologist Sandusky Public Schools	(same)
Santa Barbara, Ca.	Dr. Ray E. Hosford Professor Graduate School of Education Univ. of Calif. at Santa Barbara	Marilyn Weixel
Santa Fe, N. Mex.	Mr. Keaton Johnson Guidance Dept. Santa Fe High School	(same)
Savannah, Ga.	Dr. Joseph Lane Asst. Professor Dept. of Psychology Armstrong State College	Leonora Broome
Seattle, Wash.	Dr. Clifford E. Lunneborg Director, Educational Assessment Center Univ. of Washington	Marian H. Gerry Carmen A. Terry Corlisa Harmer
Show Low, Ariz.	Dr. Clifford Richey Director, Human Resource Center	Judy Pike
Signal Mountain, Tenn.	Dr. Stanton Field Professor Dept. of Psychology Univ. of Tennessee Chattanooga	Tom Trevor Lynn Wright

Location	Coordinator & Institution	Interviewer
Sioux City, Iowa	Dr. Earl J. Moore Professor and Chairman Dept. of Psychology Morningside College	Joyce Moore
Spokane, Wash.	Dr. Donald Dean Roberts Psychotherapist Fuller Theological Seminary	Aune J. Strom
Springfield, Mass.	Dr. Henry Paar Professor and Chairman Dept. of Psychology Springfield College	(same)
Springfield, Mo.	Dr. Marion L. Stephens, Jr. Consulting Psychologist	(same)
State University, Ark.	Dr. Robert F. Abbott Division of Counseling, Education and Psychology Arkansas State Univ. (Jonesboro)	(same)
Sterling, Colo.	Dr. Eugene Nilsson McGee Director Northeastern Colorado Mental Health Clinic	Colleen McGee
Stony Brook, N. Y.	Dr. Frederic Levine Assoc. Professor Dept. Of Psychology State Univ. of New York	Sharon Kreder
Storm Lake, Iowa	Mr. Joe Ulman School Psychologist Crawford County Schools	(same)
Syracuse, N. Y.	Dr. William F. Anderson Professor of Psychology and Education Director Dept. of School Psychology Syracuse University	Evelyn Riccio
Tacoma, Wash.	Dr. Theodore L. Harris Director, School of Education University of Puget Sound	Jeff Stone
Tallahassee, Fla.	Dr. Joseph H. Grosslight Professor and Chairman Dept. of Psychology Florida State Univ.	M. F. Flanagan

Location	Coordinator & Institution	Interviewer
Tampa, Fla.	Dr. James Anker Professor and Chairman Dept. of Psychology Univ. of South Florida	Alan Applebaum
Tampa, Fla.	Mr. John Ward Prison Psychologist Hillsborrough County Stockade	(same)
Tappahannock, Va.	Mrs. Bernice Brooks School Counselor Essex County High School	(same)
Tempe, Ariz.	Dr. Gerald Helmstadter Dr. William Stock University Testing Services Arizona State Univ.	Mrs. Helmstadter Ronda A. Moffit Deborah Tharinger
Texarkana, Tex.	Mr. Ewell O. Bone Vocational Evaluation Texarkana Sheltered Workshop Rehabilitation Service	(same)
Thermal, Ca.	Mr. Bill Stumbaugh School Counselor Thermal County Schools	(same)
Toledo, Ohio	Dr. Robert E. Higgins Professor and Chairman Dept. of Counseling Educ. Univ. of Toledo	Ann B. McIntosh
Troy, N. Carolina	Ms. Gale Voight School Counselor Montgomery County Schools	(same)
Tucson, Ariz.	Dr. Marvin W. Kahn Professor Director of Clinical Training Dept. of Psychology Univ. of Arizona	Mary R. Wilson
Tulsa, Okla.	Dr. Warren H. Jones Asst. Professor Dept. of Psychology Univ. of Tulsa	Connie Barclay
Tyler, Tex.	Dr. Felder W. Cullum Professor and Chairman Dept. of Behavioral Sciences Tyler Junior College	Rebecca Laughlin
University Park, Pa.	Dr. William Rabinowitz Professor and Chairman Dept. of Educational Psych Pennsylvania State Univ.	Martha Rabinowitz

Location	Coordinator & Institution	Interviewer
Valdosta, Ga.	Dr. Eugene C. McLaughlin Professor and Chairman Dept. of Psychology Valdosta State College	Daryl Davis
Vermillion, S. Dak.	Dr. Joseph Fisher Professor and Chairman Dept. of Educational Psych. and Guidance Univ. of South Dakota	Barbara K. Nale
Victorville, Ca.	Dr. Burton Wadsworth Superintendent/ President Victor Valley Community College	Don Pugh
Vineland, N. J.	Dr. H. Donald Buckley Professor Dept. of Psychology Cumberland County College	(same)
Waco, Tex.	Dr. Joseph West Director Institutional Research and Testing Baylor Univ.	Fred J. West
Washington, D. C.	Dr. Antanas Suziedelis Chairman and Professor Dept. of Psychology Catholic Univ.	Mary Louise Luna Jean L. Smith
Washington, Pa.	Dr. Stanley Myers Professor and Chairman Dept. of Psychology Washington Jefferson College	Samuel Rock
Watertown, N. Y.	Dr. John Phillips Director of Admissions Jefferson Community College	(same)
Waynesburg, Pa.	Dr. Edward J. Patterson Professor and Chairman Dept. of Psychology Waynesburg College	(same)
Weatherford, Okla.	Dr. Harold H. Budde Professor and Director Dept. of Psychology Southwestern State College	Mary Zerby
West Hartford, Conn.	Dr. Marcia Marcus Bok Professor School of Social Work Univ. of Connecticut	Richard Freeman

Location	Coordinator & Institution	Interviewer
West Union, Ohio	Mr. Edward Shipley School Psychologist Adams County School System	(same)
Whitesburg, Ky.	Mrs. Betty Horn School Counselor Whitesburg High School	(same)
Wichita, Kan.	Dr. John A. Belt Asst. Professor Center for Human Appraisal and Communication Research Wichita State Univ.	S. Leigh Purcell
Wichita Falls, Tex.	Dr. Clarence L. Darter, Jr. Dean School of Education Midwestern Univ.	Margaret Gaudry
Wilcoe, W. Va.	Mrs. Jack Katona Guidance Director Welch High School	(same)
Wilkes-Barre, Pa.	Dr. F. Thomas Scappaticci Director Counseling Center Kings College	Frank Pasguini
Wise, Va.	Dr. Harold Gilbert Professor and Chairman Dept. of Psychology Clinch Valley College of the Univ. of Virginia	Margaret Gilbert
Wooster, Ohio	Dr. Alfred E. Hall Professor and Chairman Dept. of Psychology College of Wooster	Grace W. Hall
Worcester, Mass.	Dr. William Kvaraceus Professor and Chairman Dept. of Education Clark Univ.	Elaine Holland
Yakima, Wash.	Dr. J. F. Redmond Director Counseling Services Yakima Valley College	William Scofield
Youngstown, Ohio	Dr. Sanford N. Hotchkiss Professor Dept. of Psychology Youngstown State Univ.	Skip Dearduff

FOREIGN COUNTRIES

Location	Coordinator & Instituiton	Interviewer
Agana, Guam	Dr. Robert E. Fuerst Professor Counselor Education College of Education Univ. of Guam	Elaine Fuerst
Doha, Qatar	Safaa El-Aasar Assoc. Professor Dept. of Psychology & Educ. Faculty of Education	(same)
Edmonton, Alberta, Canada	Mr. Ron Laye Dept. of Psychology Univ. of Alberta	(same)
Johannesburg, S. Africa	Mr. D. J. M. Vorster Director National Institute for Personnel Research South African Council for Scientific & Indus. Research	Ms. B. Visser
Manila, Philippines	J. J. Card Assoc. Research Scientist AIR Palo Alto, Cal.	Cristina Montiel
Quebec, Canada	Dr. Francois-X. Desrosiers Chairman Education Program Faculte des Sciences de L'Education Université Laval	Charles Gaghon
St. Croix, Virgin Is.	Mr. Ulric Benjamin Admin. Assistant Dept. of Education U. S. Govt. of the Virgin Is.	(same)
Tokyo, Japan	Dr. Scott Flanagan Asst. Professor Dept. of Political Science Florida State Univ.	(same)

APPENDIX G

Consultants Who Have Participated in Advisory Panels Relating to American Institutes for Research Quality of Life Studies

Dr. Orville G. Brim, Jr.	Former President Russell Sage Foundation
Dr. Harry S. Broudy	Professor of Education University of Illinois
Dr. Gordon Cawelti	Executive Secretary Assoc. for Supervision and Curriculum Dev.
Dr. Elizabeth F. Colson	Professor of Anthropology University of California, Berkeley
Dr. Elizabeth M. Douvan	Professor of Psychology University of Michigan
Dr. Robert M. Gagné	Professor of Education Florida State University
Dr. Richard E. Gross	Professor of Education Stanford University
Dr. Lloyd G. Humphreys	Professor of Psychology University of Illinois
Dr. John D. Krumboltz	Professor of Education Stanford University
Dr. Henry Levin	Professor of Education Stanford University
Dr. Gardner Lindzey	Professor of Psychology University of Texas, Austin
Dr. John D. Montgomery	Professor of Public Administration Harvard University
Dr. Wendell Pierce	Education Commission of the States Denver
Dr. Henry Santiestevan	Executive Director Southwest Council of La Raza
Dr. Michael Scriven	Professor of Philosophy University of California, Berkeley
Dr. Richard A Smith	Director, MEDEX Program University of Washington School of Medecine

Mr. William C. Smith	Children's Defense Fund Washington, D. C.
Dr. Ralph W. Tyler	Director Emeritus Center for Advanced Study in the Behavioral Sciences
Dr. Philip G. Zimbardo	Professor of Social Psychology Stanford University

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